

WSU Board of Trustees

May 3, 2016

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AGENDA
WEBER STATE UNIVERSITY BOARD OF TRUSTEES
May 3, 2016
9:30 a.m.
Betty Hess Lampros Boardroom
Miller Administration Building
3850 Dixon Parkway
Ogden, Utah

- I. Roll Call
- II. Approval/Ratification of March 15, 2016, Meeting Minutes
- III. Joint Citation Recognizing WSU's Financial Team
- IV. President's Report
- V. WSU Student Association President's Report
- VI. Alumni President's Report
- VII. Faculty Report
- VIII. Committee Reports
 - A. Business Committee
 - Base Budget FY 2017
 - Capital Improvements
 - Quarterly Construction Report
 - Quarterly Athletic Report
 - Other
 - B. Personnel & Academic Policy Committee
 - Policies and Procedures
 - PPM 3-29a: Family & Medical Leave
 - PPM 8-6: Faculty Appointments
 - PPM 8-11: Evaluation of Faculty Members
 - Program Discontinuations
 - BS for Marketing Composite Teaching
 - BS in Athletic Training
 - Program Transfer
 - BS in Health Promotion
 - Program Name/Structure Change
 - Exercise and Sport Science

Program Proposals

- Exercise Science
- AS w/Math Pre-Major
- BS in Nutrition Education

Program Reviews

- Design Engineering Technology

Tenure Review Document

- A&H Tenure and Post-Tenure Review

Personnel

- Hiring Approval: Scott E. Sprenger, Dean, Telitha E. Lindquist
College of Arts & Humanities/tenured professor
- Promotion, Tenure and Emeriti Recommendations
- Special Leave Request: Catherine Zublin

IX. Calendar of Events

X. Other

XI. Adjourn

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Minutes (Draft)
Weber State University
Board of Trustees
March 15, 2016

Trustee Members:

Ms. Louenda Downs
Ms. Heather Hales
Mr. Nolan Karras
Mr. Cash Knight
Mr. Scott Parson
Mr. Steve Starks
Dr. Jeff Stephens
Mr. Kevin Sullivan (Vice Chair)

Excused:

Mr. Alan Hall (Chair)
Ms. Karen Fairbanks

Weber State University Officials:

Dr. Madonne Miner, Provost
Dr. Norm Tarbox, VP for Administrative Services
Dr. Brad Mortensen, VP for University Advancement
Dr. Bret Ellis, VP for Information Technology
Mr. Mark Halverson, Director of Campus Planning and Construction
Dr. Eric Amsel, Associate Provost, Academic Programs and Assessment
Mr. Shane Farver, Secretary, Board of Trustees
Mr. John Kowalewski, Executive Director, Marketing & Communications
Ms. Jennifer Unguren, Chair, Staff Advisory Council

Press Present:

Becky Wright, Standard-Examiner

Welcome

Feb. 2, 2016, Meeting
Minutes

President's Report

(NCAA Tournament)

(Supply Chain
Management)

(Jeff "Smitty" Smith)

(Jim Christian)

(Sonora Grill)

(Steve Starks)

(Brady Presidential
Distinguished Professors)

- 1) The meeting convened at 9:40 a.m.
- 2) Vice Chair Kevin Sullivan, filling in for Chair Alan Hall, took roll and welcomed those present.
- 3) On a motion from Scott Parson seconded by Jeff Stephens, the Board of Trustees unanimously approved and ratified minutes from the Feb. 2, 2016, meeting.
- 4) Provost Madonne Miner, filling in for WSU President Charles A. Wight, gave a report covering the following items:
 - 1) The men's basketball team will be headed to the NCAA Tournament after winning the Big Sky Tournament. The team was scheduled to face Xavier on Friday, March 18. The women's team also had a great season.
 - 2) Students in the Supply Chain Management program participated in a competition in which they had to solve a supply chain case. WSU's team did particularly well.
 - 3) WSU has lost Jeff "Smitty" Smith, WSU's longtime golf coach, to cancer. "Smitty" made friendships and connections across the university.
 - 4) Jim Christian, WSU's musical theatre director, is retiring. Christian did much to recruit theatre students to WSU and raise the bar for the university's theatre productions.
 - 5) The Sonora Grill recently held its annual fundraiser in which it donates one day's food sales to WSU scholarships.
 - 6) WSU trustee and alumnus Steve Starks has been named the incoming president of the Utah Jazz.
 - 7) Zoology professor John Mull and Paul Schvaneveldt, child and family studies professor, have been named the Brady Presidential Distinguished Professors for 2016.

(Lindquist Award)

8) Azenett Garza and Becky Jo Gesteland have been named recipients of the John A. Lindquist Award, which recognizes faculty members who have been especially engaged in community service.

(President Wight)

9) President Charles A. Wight was recognized by the Utah Governor's Human Rights Commission for his commitment to the life's work of Dr. Martin Luther King Jr.

WSUSA President's Report

5) Cash Knight, WSU student body president, gave a report on the following items:

(Service)

1) One hundred forty-five students participated in the American Red Cross blood drive at WSU, and 100 students acted as volunteers for service efforts. Students also took part in an alternative spring break in Hawaii.

(Clubs & Organizations)

2) Students have been preparing for the Carnival of Dreams celebration on campus. All funding for clubs has been allocated.

(Leadership)

3) Project Lead, which featured Wight, Ogden Mayor Mike Caldwell and speaker Chad Hymas, was a big success.

(Davis)

4) WSU Davis held a salsa night in which instructors taught students how to dance.

(Diversity)

5) Taboo Talks has done excellent work in having important discussions about contentious subjects. Topics have included racism, gun control, sexual orientation and polyamorous relationships.

(Activities)

6) Weber's Got Talent is coming up. There have been recent changes to the Shepherd Union Building's billiard area, which can now serve as event space. A Big Sky Tournament Watch Party will take place on Friday, March 18.

(Other)

7) The WSUSA was pleased to award the Sonora Grill with the Purple Award. Executive student body elections are underway, and the new student

body president elect will meet trustees at the May meeting. The WSUSA and Development Director Kyle Braithwaite have created a Student Philanthropy Board that encourages students to donate through the Cat 2 Cat program.

Alumni President's Report

(Service)

(Memberships)

(Activities)

(Affinity Partnership)

Honorary Degree Recipients

ACTION

Committee Reports
Business Committee

(Quarterly Investment Report)

- 6) Heather Hales, president of the WSU Alumni Association, reported on the following items:
- 1) The Student Alumni Association and Emeriti Alumni Council participated in service projects.
 - 2) Alumni Association memberships are up (69 new) and so are license plate sales.
 - 3) Wight joined the Alumni Association for dinner and a showing of "Nice Work if You Can Get It," directed by Jim Christian. The Alumni Association also hosted a basketball watch party with more than 80 people in attendance. The association plans to host other watch parties in the future.
 - 4) The WSUAA reached a new affinity partnership with the Weber State Credit Union, which will create program-funding opportunities and co-branding.
- 7) Sullivan brought forth a recommendation to approve honorary degrees for David Hall (commencement speaker), George Hall, Kathryn Lindquist and Vickie McCall.
- On a motion from Louenda Downs seconded by Scott Parson, the Board of Trustees unanimously approved the four honorary degree recipients and commencement speaker for spring 2016.
- 8) Business Committee Chair Scott Parson gave the following report:
- 1) The Quarterly Investment Report was submitted to the Board of Trustees for review and approval.

ACTION

(FY '17 Student Fees Budget)

Upon a motion from Steve Starks seconded by Jeff Stephens, the Board of Trustees unanimously approved the Quarterly Investment Report.

- 2) The Student Fee Recommendation Committee (SFRC) recommended allocations for the 2017 fiscal year. The recommendation necessitated a 3.2 percent increase in student fees for that year.

ACTION

(FY '17 Tuition and Fee Schedule)

Upon a motion from Cash Knight seconded by Starks, the Board of Trustees unanimously approved the student fees budget for the FY '17.

- 3) The Business Committee recommends a 3.5 percent increase in tuition that aligns with a proposed Tier 1 increase from the Board of Regents. In addition, master's degrees in computer science and respiratory therapy, as well as the Master of Science: Nurse Practitioner degree, should match the Master of English tuition differential schedule.

ACTION

Draft Campus Master Plan

Upon a motion from Louenda Downs seconded by Steve Starks, the Board of Trustees unanimously pre-approved the proposed Tier 1 increase, which was expected to be established during the next Board of Regents meeting.

- 4) Mark Halverson, incoming associate vice president of Facilities Management, gave a draft report on the campus master plan. The plan encompassed campuses in Weber and Davis Counties. Trustees discussed unique ways to use existing community space for the benefit of the university.

Personnel & Academic Policy Committee

(Sabbatical Leave Requests)

IX. Sullivan, chair of the Personnel & Academic Policy Committee, gave the following report:

- 1) The committee brought back 2016-17 sabbatical leave requests first brought to the February 2016 meeting.

ACTION

Following a motion from Sullivan seconded by

PPM 3-69: Education and Training of Personnel

ACTION

(Program Proposal: Associate of Arts with Art Pre-Major)

ACTION

(Program Proposals: AAS Controls Technology, Supply Chain Management Minor, Architectural Engineering Tech Minor)

ACTION

Program Reviews

Nolan Karras, the Board of Trustees unanimously approved all submitted sabbatical leave requests for the 2016-17 academic year.

- 2) The committee recommended approval of Policy & Procedures Manual entry 3-69, which stipulates that staff and faculty are expected to complete ongoing training requirements and supervisors are expected to facilitate training.

Upon a motion from Louenda Downs, seconded by Cash Knight, the Board of Trustees unanimously approved the adoption of PPM 3-69.

- 3) The committee recommended the establishment of a proposed program that enables a student pursuing an art major to earn an associate's degree upon the completion of necessary requirements.

Upon a motion from Heather Hales seconded by Downs, the Board of Trustees unanimously approved the creation of the program.

- 4) Sullivan requested board approval of three program proposals: AAS in Controls Technology, Supply Chain Management Minor and Architectural Engineering Tech. Minor. He noted that there was a change in the Controls Technology proposal, which changed ATC-earned credit from 22 to 25 hours.

Upon a motion from Jeff Stephens seconded by Louenda Downs, the Board of Trustees unanimously approved the three program proposals, which will go to the Utah State Board of Regents for final approval.

- 5) The committee recommended that the following program reviews be approved:
 - Electronics Engineering Technology
 - Foreign Languages and Literature
 - Health Services Administration
 - Honors Program
 - MA-English

- Mechanical Engineering Technology
- Manufacturing Engineering Technology
- Master of Professional Communication
- MS-Nursing
- Foulger School of Music
- Theatre

ACTION

Upon a motion from Louenda Downs seconded by Cash Knight, the Board of Trustees unanimously approved the aforementioned program reviews, which will go to the Board of Regents for final approval. An additional program review, Design Engineering Technology, will return to the Board of Trustees for further consideration.

Other

X. Trustees discussed uses for WSU Farmington Station.

Meeting Adjourned

XI. The meeting adjourned at 10:40 a.m.

Draft

Minutes submitted by:

Shane Farver
Secretary, Weber State University Board of Trustees

Charles A. Wight
President, Weber State University



WEBER STATE UNIVERSITY

President's Report WSU Board of Trustees March 15, 2016

1. The WSU men's basketball team is headed to the NCAA tournament after winning the Big Sky Conference Tournament. The Wildcats will play against Xavier on Friday, March 18, in St. Louis. A WSU watch party will take place in the Shepherd Union Building at 7:20 p.m. on that date. The WSU women's basketball team finished its first 20-win season since 2002-03.*
2. Weber State University hosted the Supply Chain Management Case Competition Feb. 25-27, in which participants representing seven universities from Utah, Idaho, Wyoming, Washington and Michigan participated. Teams received a case related to a real-life business problem and had 24 hours to solve the case. The student teams then presented their recommendations to managers of local corporations, who evaluated the teams' analysis and persuasiveness.
3. The university has been mourning the loss of Jeff "Smitty" Smith, the director of golf at Weber State who passed away Feb. 16 after a battle with Leukemia. Smitty oversaw men's and women's golf programs and led the women's team to its first Big Sky championship in 2001. He also coached the Wildcats to five consecutive second-place finishes from 1995 to 2000. He was recognized as Big Sky Coach of the Year in 1999 and 2000. The Jeff Smith Memorial Scholarship Fund has been established in his name and will benefit men's and women's golf programs.
4. Jim Christian, WSU's director of musical theatre studies, directed his last play for the university in February and March. "Nice Work if You Can Get It," which ended March 5, was Christian's swan-song production prior to his upcoming retirement. Christian has spent nearly three decades as WSU's musical theatre program and has directed nearly 60 shows at the university. He has directed about 100 more off campus and around the country. More than 5,000 students have taken his courses.
5. Sonora Grill held its third annual Dining for Dollars event to raise money for WSU's Oportunidad Scholarship, which supports first-generation students who do not qualify for federal financial aid. The restaurant raised \$12,000, which an anonymous donor then matched, for a total of \$24,000. That same day, the WSU Student Association rewarded Sonora owner Steve Ballard's generosity with its annual Wildcat Purple Award, which recognizes local businesses that support Weber State University.

6. WSU trustee and alumnus Steve Starks has been named the incoming president of the Utah Jazz. Starks will replace Randy Rigby, who will retire after the 2015-16 season. Starks is the president of Larry H. Miller Sports & Entertainment and has served in that capacity since March of 2015.
7. Zoology professor John Mull and child and family studies professor Paul Schvaneveldt have been named 2016's Brady Presidential Distinguished Professors. Mull's ecological scholarship and pedagogy have been recognized on a national level. He has mentored several WSU students in a variety of studies and continues to support WSU graduates as well. Schvaneveldt has been a finalist for the Crystal Crest Master Teacher Award on two occasions and received the Outstanding Mentor Award from the Office of Undergraduate Research in 2014. His mentorship of one Weber State student, Daniel Hubler, led to Hubler following his passion for family studies and becoming a WSU faculty member.
9. Professors Azenett Garza and Becky Jo Gesteland were selected as John A. Lindquist Award winners this year. Garza has involved students in community engaged learning through service and research in the Ogden community for over a decade. She helped develop a student-volunteer internship program to promote higher education among Head Start children and their families in Ogden School district. Professor Becky Jo Gesteland helps students gain practical experience in technical writing, as they partner with nonprofit organizations to develop websites, design documents and write grants. Each recipient receives a \$7,000 cash award and will be recognized on March 30 at 12:30 p.m. at the annual Community Engagement Recognition Luncheon held in the Shepherd Union Ballroom.
8. President Charles A. Wight was honored Feb. 22 by the Utah Governor's Martin Luther King Jr. Human Rights Commission in recognition of his outstanding commitment to celebrating King's life's work through community engagement, outreach and partnership creation. Wight is the first recipient of this honor and was selected by a unanimous decision. He received the award during WSU's Black History Month keynote convocation.

*At the time of this report, the WSU women's basketball team had not competed in the Women's Basketball Invitational, which brought their total wins to 23, the most wins in school history.



**Weber State University Alumni Association President's Report
WSU Board of Trustees
March 2016**

➤ **Student Alumni Association**

The Student Alumni Association participated in a service project at the YCC (Your Community Connection) on Monday, Feb. 22. The Executive Council met at the facility at 6 p.m. and participated in open sports play and art/craft activities with the youths in attendance.

➤ **Emeriti Alumni Council**

The Emeriti Alumni Council held its monthly meeting on Feb. 3. Noel Wilkinson, assistant director of the WSU's Nontraditional Student Center, was the guest speaker. Noel shared information about the services available to our nontraditional students at both the Ogden campus and Davis campus.

The EAC participated in a service project in conjunction with WSU's Weber Cares food pantry program and collected canned food that students will use in their upcoming Weber Can competition. Cans will go to the Weber Cares food pantry and to the Joyce Hansen Food Bank. All collected cans will be used in a competition on March 14. Students will build structures with the donated cans, and EAC members will participate as judges in the competition.

The EAC also hosted a social activity for the council members/guests. On Feb. 18, those in attendance met at Javier's for a no-host dinner and then traveled to the Dee Event Center to support the WSU women's basketball team in its game against Southern Utah University.

➤ **Memberships and Phone-a-thon**

Memberships continue to be the lifeblood of the WSUAA. We are happy to report that memberships are up this month. With 69 new members (general and lifetime), this is a good trend to continue. The pledges from the phone-a-thon continue to come in. As of the end of February, \$3,545 in pledges has been fulfilled.

WSUAA Membership as of 03/03/2016

Total = 1,655 (64 memberships up)

1-year - phone = 104

3-year - phone = 39

General = 981

New Grad = 39

Lifetime = 492

License Plates

Over 708 license plates have been distributed (32 new plates issued for second quarter).

➤ **Weber Historical Society**

The Weber Historical Society spring 2016 lecture series and the Weber State University Alumni Association presented *Emmett Till: The Murder That Shocked the World*. Devery Anderson began research for his book, *Emmett Till: The Murder That Shocked the World and Propelled the Civil Rights Movement*, more than 20 years ago. As part of that research, Anderson became acquainted with Till's mother, the late Mamie Till-Mobley. Anderson's lecture drew on the most thoroughly researched study of this significant civil rights case.

➤ **WSUAA Activities**

The WSUAA Board of Directors enjoyed a wonderful evening with President Wight prior to attending "Nice Work If You Can Get It." President Wight shared with them the most recent accomplishments happening at WSU as well as opened it up for question and answers. Events like these help the board feel engaged and energized about advocating for the university.

The Alumni Association hosted a watch party for the first game of the Big Sky Championship game. With over 80 people in attendance, it was a wild, loud group cheering the men's basketball team on to victory. Other watch parties will be held as the team continues to win!

➤ **Affinity Partnership**

A new affinity partner agreement was reached with the Weber State Credit Union. This partnership will create program-funding opportunities for the Alumni Association as well as co-branding for many events.



WSUSA Monthly Report

Service

- American Red Cross Blood Drive with 145 participants
- Wildlife Rehab Center, cleaned out freezers
- Boys and Girls Club Valentine's Day dance
- Family Enrichment Center, took kids to the Treehouse Museum
- GOAL Foundation, went to Gramercy Elementary to promote healthy lifestyles, also began a three-week program with the kids to help train and prepare them for a race on March 18
- Youth Impact, made cards for all the kids for Valentine's Day
- YCC, played games to promote trust and communication, like the human knot and blindfolded minefield navigation
- Alternative spring break trip for students, doing service in Hawaii
- Over 100 student volunteers, not including the blood drive

Clubs & Organizations

- Preparation for Carnival of Dreams 125
- Finished allocating club funding for the spring semester

Leadership

- Project Lead was a huge success
 - Nearly 200 students from different on-campus organizations
 - All students participated in three hours of service at various locations
 - Speakers were Chad Hymas, President Wight and Mayor Caldwell

Davis

- Hosted Salsa Night, provided students with food and salsa lessons.
- Provided Valentine's Day cards for Primary Children's Hospital

Diversity

- Hosted several discussion events called Taboo Talks to provide education on gun control, racism in the 21st century, and polyamorous relationships
- Special segments were hosted in honor of Martin Luther King Jr. and Black History Month
- *Ain't I a Woman* Chamber Music Theatre Performance
- This team has done an amazing job in reaching out to students and finding the most contentious topics, then bringing in experts to form a panel that discusses all sides of these issues.

Activities

- Weber's Got Talent
- Utilizing the new billiards area for programming events like open mic and trivia night.
- March Madness student watch party in the billiards area.

Other

- Awarded Sonora Grill with the WSUSA Purple Award for the its dedication to the university, as well as hosting the Oportunidad Scholarship fundraiser
- Executive elections are underway. You'll meet my replacement next meeting.
- Canned food drive and Weber Can construction competition
- Created a Student Philanthropy Board in order to teach students why philanthropy is important and create more scholarships for students

BUSINESS COMMITTEE
OF THE
WEBER STATE UNIVERSITY BOARD OF TRUSTEES

A meeting of the Business Committee of the Weber State University Board of Trustees was held at 8:30 a.m., March 15, 2016, in Room 311 at WSU Farmington Station.

Members present:

Mr. Nolan Karras Mr. Scott Parson Mr. Steve Starks
Ms. Heather Hales

Weber State University officials present:

Dr. Norm Tarbox	Vice President for Administrative Services
Dr. Brad Mortensen	Vice President for University Advancement
Mr. Steve Nabor	Senior Assoc. Vice President for Financial Services & CFO
Mrs. Anita Preece	Secretary

Visitors: None

Excused: Mr. Alan Hall
Dr. Charles A. Wight

Press: None

BUSINESS COMMITTEE MEETING

- | | |
|--|--|
| Minutes | 1. The minutes of the meeting held on February 2, 2016, were approved on a motion by Ms. Hales, and a second, by Mr. Karras. |
| Financial Report for the Month ending January 2016 | 2. Vice President Tarbox reviewed the Financial Report for the month ended January 2016. He reported that 58.33% of the year completed, 49.88% of the budget was expended. Vice President Tarbox mentioned that this report reflects 7 months of activity. He mentioned that tuition is up, but enrollment is down 1%. Vice President Tarbox also reported that Auxiliary Enterprises are doing well, and athletic expenditures are under control. |
| Motion | 3. On a motion by Mr. Karras, and a second by Mr. Starks, the Financial Report for January 2016 was approved. |
| Quarterly Investment Report | 4. Vice President Tarbox presented the Quarterly Investment Report. The balances are as follows: <ul style="list-style-type: none"> 1. <u>Endowment Pool</u> - The balance in the portfolio on 12/31/15 was \$110,707,361. The year-to-date return on investment was -3.51%. 2. <u>Cash Management Pool</u> - The pool's balance on 12/31/15 was \$109,568,688. The year-to-date return on investment was 0.48%. 3. <u>Funds Separately Invested</u> - The balance on 12/31/15 was \$395,600. The year-to-date return on investment was -3.40%. 4. <u>Foundation</u> - The balance on 12/31/15 was \$11,464,814. The year-to-date return on investment was -4.24%. |

	<p>Vice President Tarbox mentioned that WSU has \$232 million dollars worth of cash, and will reach a quarter of a billion dollars for the first time in the near future.</p>
Motion	5. On a motion by Mr. Karras, and a second by Mr. Starks, the Quarterly Investment Report was approved.
FY17 Student Fees Budget	6. Vice President Tarbox presented the FY17 Student Fees Budget. He mentioned that this budget has been prepared with input from the Student Fee Recommendation Committee which consists primarily of WSU Students. The budget this year includes a 3.2% increase. The allocation of these fees have been reviewed and endorsed by President's Council.
Motion	7. On a motion by Mr. Starks, and a second by Mr. Karras, the FY17 Student Fees Budget was approved.
2016-2017 Tuition and Fees Schedule	8. Vice President Tarbox presented the FY17 Tuition and Fees Schedules. He mentioned that these schedules reflect an general 3.5% increase in tuition and a 3.2% increase in student fees. The Board of Regents will not set Tier 1 tuition increase until April 1 st . These schedules presume that a Tier 1 increase of 3.5% will be approved leaving 0% for Tier 2 needs.
	<p>Vice President Tarbox also mentioned that the Student Support Fee - a \$3.50 per semester fee assessed to all students be increased to \$4.50 to increase resources for non-math tutoring.</p> <p>Vice President Tarbox also reported that the Department of Health Promotion and Human Performance is proposing an increase in the tuition differential for its graduate program in Nurse Practitioner, and Respiratory Therapy Programs. The Department of Computer Engineering is proposing an increase in the tuition differential for its graduate program in Computer Engineering.</p>
Motion	9. On a motion by Mr. Karras, and a second by Mr. Starks, the 2016-2017 Tuition and Fees Schedule and tuition differentials for the Nurse Practitioner, Respiratory Therapy, and Computer Engineering graduate programs were approved.
WSU Composite Financial Index	10. Vice President Tarbox mentioned that this is the seventh year that the Trustees have reviewed this report. He mentioned that this report is based on our core ratio values: <ul style="list-style-type: none">- Primary Reserve (Liquidity)- Net Operations Revenues (Income)- Viability - Expendable Net Assets/LT Debt- Return on Net Assets - Change in Net Assets

- | | | |
|---------------------------|-----|--|
| Motion | 11. | On a motion by Mr. Starks, and a second by Mr. Karras, the WSU Composite Index was approved. |
| Monthly Investment Report | 12. | Vice President Tarbox presented the Monthly Investment Report. He mentioned that WSU is in compliance with the State Board of Regents Policy and the Money Management Act. |
| Motion | 13. | On a motion by Mr. Starks, and a second by Ms. Hales, the Monthly Investment Report was approved. |
| Legislative Update | 14. | Vice President Mortensen presented a brief legislative report to the business committee. |
| Adjournment | 15. | The meeting adjourned at 9:35 a.m. |

Board of Trustees
Personnel and Academic Policy Committee
March 15, 2016

Members present: Kevin Sullivan, Chair, Karen White Fairbanks, Louenda Downs, Jeff Stephens, Cash Knight, Madonne Miner, Jan Winniford

Guests:

1. Personnel Changes were presented to the committee.
2. The following Early Retirement requests were approved on a motion by Jeff Stephens seconded by Cash Knight:

Scott Wright, Medical Laboratory Sciences, Date of Retirement: June 30, 2016
Monika Rodie, Shepherd Union Date of Retirement: June 30, 2016
Laura Anderson, School of Computing, Phased Retirement, Beginning January 1, 2017

3. The following Chair Appointments were approved on a motion by Jeff Stephens, seconded by Kevin Sullivan:

Susan Thornock, School of Nursing, three-year term, beginning July 1, 2016
George Comber, Department of Engineering Technology, three-year term, beginning July 1, 2016
Kraig Chugg, Department of Health Sciences, three-year term, beginning July 1, 2016
Bill Robertson, Department of Emergency Care & Rescue, three-year term, beginning July 1, 2016
Matt Nicholaou, Department of Medical Lab Sciences, three-year term, beginning July 1, 2016
Brandon Koford, Department of Economics, three-year term, beginning July 1, 2016
Thom Kuehls, Department of Political Science and Philosophy, three-year term, beginning July 1, 2016
Craig Bergeson, Department of Foreign Languages, three-year term, beginning July 1, 2016

4. Sabbatical Leave Requests were recommended to the full board on a motion by Louenda Downs, seconded by Cash Knight.
5. PPM 3-69: Education and Training of Personnel was recommended to the full board on a motion by Cash Knight, seconded by Kevin Sullivan.
6. The following Program Proposals were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens:

Architectural Engineering Tech. Minor
Supply Chain Management Minor
AA with Pre-Art Major

7. The following Program Reviews were recommended to the full board on a motion by Louenda Downs, seconded by Jeff Stephens:

Electronics Engineering Technology
Foreign Languages & Literature
Health Services Administration
Honors Program
Master of Arts in English
Mechanical Engineering Technology
Manufacturing Engineering Technology
Master of Professional Communication
MS in Nursing
Foulger School of Music
Theatre Program

FINANCIAL REPORT
March 2016

This report includes nine full months of activity since the close of the 2014-2015 fiscal year. It is developed using cash-basis conventions and will be updated regularly as additional months are completed and accounted for during the 2015-2016 fiscal year.

It is recommended that the financial report be approved.

Weber State University
Cash Basis Summary of Operations
For the Month Ended March 31, 2016
75 Percent of the Year Completed

UNAUDITED FOR
DISCUSSION ONLY

	Trustees Approved Budget 100%	Percent Of Budget Expended	Current Month Expenditures	Year To Date Expenditures	Prior Year To Date Expenditures	Percent Increase (Decrease)	Total Expenditures Prior Year
State Appropriated Funds							
Education and General (Excluding Athletics)	\$147,229,326	64.56 %	\$10,642,204	\$95,049,667	\$92,881,952	2.33 %	\$138,505,682
Athletics	3,195,370	74.46 %	185,538	2,379,124	2,367,630	0.49 %	3,289,315
Educationally Disadvantaged	483,927	49.48 %	27,707	239,448	252,178	(5.05) %	313,268
Total State Appropriated Funds	<u>150,908,623</u>	<u>64.72 %</u>	<u>10,855,449</u>	<u>97,668,239</u>	<u>95,501,760</u>	<u>2.27 %</u>	<u>142,108,265</u>
Net Funds Available for Expenditure	<u>\$150,908,623</u>	<u>64.72 %</u>					
Other Unrestricted Funds							
Institutional Discretionary			54,706	1,016,813	1,179,293	(13.78) %	1,401,164
Continuing Education Programs			744,732	5,518,073	5,613,162	(1.69) %	8,392,864
Shop Funds			518,866	5,997,030	6,166,271	(2.74) %	9,954,027
Service Enterprises			376,488	3,295,768	2,990,652	10.20 %	4,572,282
Auxiliary Enterprises			887,420	15,015,856	14,827,921	1.27 %	20,023,737
Athletics			502,426	5,970,875	5,676,032	5.19 %	5,469,308
Self Supporting/Miscellaneous			441,522	3,636,495	2,512,383	44.74 %	3,425,587
Total Other Unrestricted Funds			<u>3,526,160</u>	<u>40,450,910</u>	<u>38,965,714</u>	<u>3.81 %</u>	<u>53,238,969</u>
Restricted Funds							
Grants and Contracts			768,022	30,561,218	33,251,380	(8.09) %	37,927,595
Gifts			541,575	6,559,755	6,417,804	2.21 %	10,046,661
Total Restricted Funds			<u>1,309,597</u>	<u>37,120,973</u>	<u>39,669,184</u>	<u>(6.42) %</u>	<u>47,974,256</u>
Other Funds							
Agency Funds			305,242	36,923,919	41,386,975	(10.78) %	48,952,287
Associated Students			399,082	4,164,947	4,281,887	(2.73) %	6,005,560
Plant Funds			4,816,335	26,851,886	18,088,460	48.45 %	26,936,373
Total Other Funds			<u>5,520,659</u>	<u>67,940,752</u>	<u>63,757,322</u>	<u>6.56 %</u>	<u>81,894,220</u>
Total All Funds			<u>\$21,211,865</u>	<u>\$243,180,874</u>	<u>\$237,893,980</u>	<u>2.22 %</u>	<u>\$325,215,710</u>

Weber State University
Cash Basis - Summary of Operations
Report Heading Descriptions

<u>Report Heading</u>	<u>Heading Description</u>
State Appropriated Funds: Education & General, Athletics, Educationally Disadvantaged	Funds appropriated by the State of Utah. The primary funding sources are state tax dollars and tuition. Examples of accounts include: instruction (e.g., English, Economics, Botany), administrative (e.g., President's Office, Payroll, Purchasing), facilities (e.g., utilities, landscaping, custodial)
Other Unrestricted Funds:	Funds received for which there are no stipulations by external agencies or donors as to the purposes for which they should be expended. These funds do have institutional restrictions.
Institutional Discretionary	The primary funding source is investment earnings. Various items and projects are financed with discretionary funds. Examples include: land purchases, equipment purchases, urgent institutional needs.
Continuing Education Programs	Accounts that are primarily non-credit producing programs. Examples of accounts include: personal enrichment, professional development, conferences.
Shop Funds	Primarily accounts that support academic activities. Sources of revenues are generally sales/services to students. Examples of accounts include: Science Stores, Student Testing Center, lab fees.
Service Enterprises	University departments whose sales/services are provided primarily to other University departments. Examples of accounts include: Mail Services, Vehicle Fleet, Printing Services.
Auxiliary Enterprises	University departments whose sales/services are provided primarily to the campus community. Examples of accounts include: Union Building, Student Housing, Bookstore.
Athletics	This group of accounts is comprised of all the individual sport accounts. Examples of accounts include: basketball, volleyball, football.
Self-Supporting	Academic programs that can produce credit hours but are not funded by State appropriated monies. Examples of accounts include: Military Science, Paramedics, Science Education Institute.
Miscellaneous	Miscellaneous accounts not captured in the other groups. Examples of accounts include: unrestricted gifts, endowment income accounts, capital campaign.
Restricted Funds:	Funds received which are limited by external agencies or donors as to the purpose for which they may be expended.
Grants & Contracts	External grants and contracts. Examples of accounts include: Student Upward Bound, Pell student financial aid, Toyota Automotive Training.
Gifts	External funds received from donors that are restricted for specific purposes. Examples of accounts include: scholarships, facilities, academic programs.
Other Funds:	Remaining accounts of the University
Agency Funds	Funds held by the University as custodian or fiscal agent. Examples of accounts include: sales tax collections, Stafford student loans, scholarship trust funds.
WSU Student Association	Programs supported with student fees and other miscellaneous sales. Examples of accounts include: student government, intramurals, Signpost.
Facilities	Funds received for the construction and improvement of facilities and major equipment acquisitions. Examples of accounts include: stadium remodel, Visual Arts Building, Davis Campus

BASE BUDGET FY17

Attached is information regarding Weber State University's base budget for FY17. The attachment describes revenue changes and funding categories that are a result of 2016 Legislative action. Among the actions of the 2016 Legislature was a \$ 5.2 million tax fund increase for WSU. Also reflected in the budget figures are a Tier-1 tuition increase of 3.5% and a Tier-2 tuition increase of 0%. Broad areas in which funding was increased are outlined. In addition, the WSU FY17 Budget Guiding Principles are included as reference material.

Approval is sought for the base budget information presented here. As additional information regarding the state's FY17 budget-year become available, it will be shared with the Trustees.

**Weber State University
FY17 Appropriated Base Budget**

<i>Line Item</i>	<i>Funding Category</i>	<i>Tax Funds</i>	<i>Tuition</i>	<i>Total</i>	<i>Budget Principle</i>	<i>Comments</i>
E&G	<i>FY16 Adjusted Base Budget</i>	\$75,060,900	\$69,783,100	\$144,844,000		
	Salaries and Wages	\$1,528,600	\$614,434	\$2,143,034	Budget Maintenance	2% General Salary Increase
	Health and Dental Cost Increase	\$744,600	\$269,700	\$1,014,300	Maintenance/Efficiency	7.3% Medical / 0% Dental--PEHP continues to save WSU
	Faculty Promotions		\$445,300	\$445,300	Quality Faculty & Programs	Incentives for High Performing Faculty--Addl. 1.2% Faculty Salary)
	Fuel & Power Cost Increase		\$150,000	\$150,000	Budget Maintenance	Rate Increases
	Other Mandated Costs		\$91,500	\$91,500	Budget Maintenance	Primarily State Audit Fees
	Engineering Initiative	\$220,000		\$220,000	Quality Faculty & Programs	From Regents--Makes FY16 1-Time Allocation Ongoing
	Program Expansion (Health Prof, Science, Grad Programs)	\$436,000	\$34,250	\$470,250	Quality Faculty & Programs	Legislative Earmark Plus Institutional Allocation
	Undergraduate Business Enhancement		\$378,000	\$378,000	Quality Faculty & Programs	Final Year of Differential Tuition Phase In
	Academic Advising		\$200,000	\$200,000	Student Success	22% Increase In Advising Resources
	Electronic Library Resources		\$95,000	\$95,000	Quality Faculty & Programs	Focused on Graduate Programs Supporting Literature
	Support for Diverse Students		\$100,000	\$100,000	Underrepresented Groups	Transition Support, Tutoring, Access & Diversity Office Support
	Testing Support and Other Student Services		\$108,500	\$108,500	Student Success	Builds Additional Capacity for Testing and Tutoring
	Tracy Hall Science Center O&M	\$604,000		\$604,000	Quality Faculty & Programs	Final 10 Months O&M Budget
	Administrative Support	\$50,000	\$187,500	\$237,500	Budget Maintenance	Catch-all--Landscaper, Marketing, Boys Sate, Etc.
	Athletic Academic Initiative	\$1,300,000		\$1,300,000	Opportunistic	Didn't See This Coming
	Capital Budget	\$325,400	\$146,816	\$472,216	Budget Maintenance	Restores 80% of FY16 Reduction
	<i>FY17 Appropriated Base Budget</i>	\$80,269,500	\$72,604,100	\$152,873,600		
Ed Dis	<i>FY16 Appropriated Base Budget</i>	\$361,700		\$361,700		
	Salaries and Wages	\$8,900		\$8,900		Covers 2% Salary / 7.3% Medical / 0% Dental
	<i>FY17 Appropriated Base Budget</i>	\$370,600	\$0	\$370,600		
	Total FY17 Appropriated Base Budget	\$80,640,100	\$72,604,100	\$153,244,200		

Statistics	
-Tuition Increase	3.5%
-Fee Increase	3.2%
New \$ From Tax	64.9%
Tuition % of Total	47.5%

WSU FY17 Budget Guiding Principles

1. Affordability Compact

- Maintain low tuition levels while encouraging legislative commitment to higher education
- Keep WSU affordable to low-income families through Dream Weber and other programs

2. Internal Efficiencies/Reallocations

- Seek first internal sources for current organizational budgetary needs

3. Quality Faculty and Programs

- Encourage quality teaching, research, scholarship through incentive pay for faculty

4. Student Success

- Increase the availability of necessary courses to graduation
- Increase and improve academic advising
- Target at-risk students early and provide adequate support for success
- Improve student financial literacy

5. Access and Support for Underrepresented Groups

- Connect with local minority communities and build high-school to college bridges
- Increase tutoring resources for educationally disadvantaged populations

6. Budget Maintenance

- Cover mandated cost increases
- Provide competitive compensation increases for employees

7. Opportunistic

- Seek support for WSU's high growth programs through Regents "Market Demand" initiative

FY 2017 CAPITAL IMPROVEMENTS FUNDING

In April 2016, the State Building Board approved the allocation of \$118 million in Capital Improvements Funding to benefit state institutions and agencies with facility improvement needs. Of this amount, the USHE will receive \$61.7 million. This represents 56% of the total allocated. WSU's share of this funding is \$4.9 million.

New WSU Projects funded for FY 2017:

Wattis Building Fire Line and Fire Sprinkling	\$ 300,000
Fire Panel Replacements	\$ 22,500
Phase V: Medium Voltage Critical Need	\$ 200,000
Phase VI: Tunnel Repairs	\$ 249,000
Chilled Water Plant - Systems Protection	\$ 400,000
W4 Groundsource Install and Parking Lot Repair	\$1,250,000
Wattis Business Infrastructure Repairs and Replacement	\$1,000,000
Browning Center Roof Replacement (Phase 2 of 2)	\$ 682,000
Asphalt Maintenance (A3,A5,W5,W10,All, DEC Northeast)	\$ 217,000
Science Lab South ADA Access Paving	\$ 100,000
Phase VI: High Voltage Substation & Building Switching Upgrades	\$ 300,000
Parking Lot Renovations (S4)	<u>\$ 155,000</u>
Total State funding Provided	\$4,875,500

Appreciation is expressed to the State Legislature and State Building Board for the allocation of funding for these urgently needed projects.

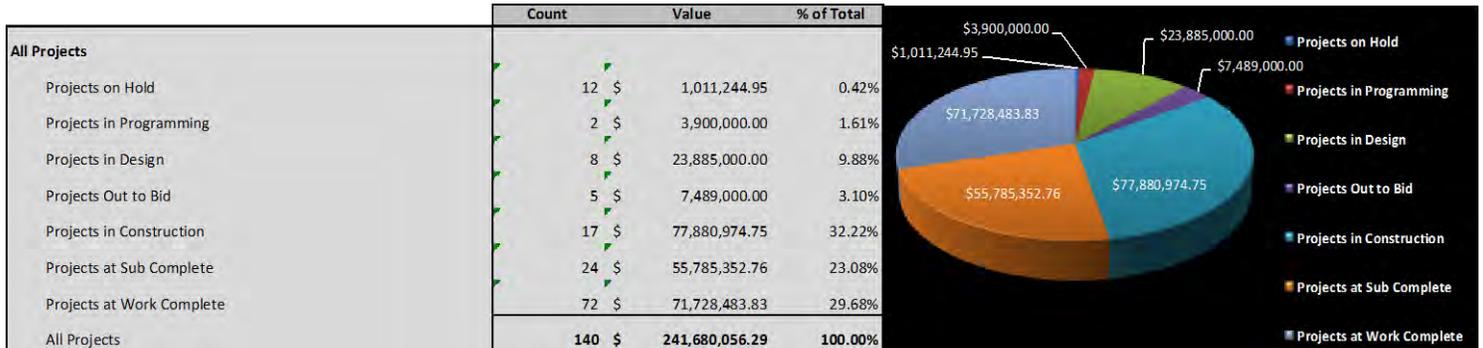
QUARTERLY CONSTRUCTION PROGRESS REPORT

Attached is the Quarterly Construction Progress Report generated by Associate Vice President for Facilities and Campus Planning, Mark Halverson. This report includes major construction projects, as well as improvement projects and their progress to date.

Facilities Management Quarterly Construction Progress Report

First Quarter 2016

Progress to date: April 25, 2016



Tracy Hall Science Center

- Construction of the new facility is 95% complete
- Faculty and staff will begin moving into the facility in May
- The building will be ready for the beginning of school in August of 2016

Stewart Library Renovation

- Okland Construction is the selected contractor and will begin construction the first week in May.
- Construction will happen in two phases and take 15 months to complete

Lindquist Hall (Social Science) Renovation

- The legislature approved WSU to proceed with design using donor funding.
- GSBS Architecture is proceeding with the design.

2 Megawatt Solar Installation @ Davis

- Solar City will begin the installation in June
- The installation will be complete and producing power by August

Community Education & Outreach Center (26th & Monroe)

- CRSA has completed the programming
- Continuing Education is raising funding prior to beginning the design process

Wattis Business Building MEP Renovation

- Okland Construction won the bid and will begin construction in May.
- All work will be complete for the start of school in August.

Geothermal Well Field & W5 Lot Renovation

- Construction and drilling will begin in May
- All work will be complete for the start of school in August.

The Stadium House

- The construction of the facility is complete and Athletics has occupied the space
- The landscape work will be complete by June

QUARTERLY ATHLETIC REPORT

Attached is the Weber State University Quarterly Athletics Report generated by Director of Athletics, Jerry Bovee. This report includes a summary of the quarter activity in our 15 NCAA sport programs and any academic awards achieved by student athletes, as well as coaching awards.

Weber State Athletics Update April 21, 2016

Softball

The Weber State softball team is in a hunt for the 2016 Big Sky title. The Wildcats are in a tight race with Sacramento State for the league title coming down the stretch of conference play. Weber State hosts Sacramento State April 29-30 in the final home games of the season.

Earlier this year, WSU head coach Mary Kay Amicone won her 600th career game as WSU has won 27 games this season.

The winner of the regular season title will host the Big Sky Tournament May 12-14.

Track and Field

The Wildcat men's and women's track and field teams are gearing up for the Big Sky Championships, which will be May 11-14 in Greeley, Colo. So far this outdoor season, WSU has had multiple top 10 marks, including Natasha Powell breaking her own school record in the hammer throw. Weber State has also seen Ellie Child post one of the top 20 marks in the country in the steeplechase and qualify for the NCAA West Region Championships.

WSU will host the Weber State Twilight Meet May 4-5 at Stewart Stadium, the final home meet of the year.

Tennis

Both the Weber State men's and women's tennis teams have qualified for the Big Sky Championships which will be April 28-30 in Sacramento.

The Wildcat men's team enters the final home game of the season at 9-1 in Big Sky play and is looking to win the conference regular season title for the third-straight season.

Golf

The Wildcat women's golf team recently finished fourth at the Big Sky Championships. Xena Motes led the 'Cats with a 13th place finish. The fourth place finish was WSU's highest finish at the conference meet since 2009.

The WSU men's team will compete at the conference championships April 29-May 1 in Boulder City, Nevada.

Football

Weber State football wrapped up spring camp and now is in full preparation for the 2016 season. Head coach Jay Hill returns 17 starters off last year's squad. The Wildcats open the 2016 season Sept. 1 at Utah State, with the home opener set for Sept. 17 against Sacramento State. WSU also plays home games Oct. 8 against Portland State, which will be Homecoming, Oct. 15 against Montana State, Nov. 5 against Northern Arizona and Nov. 12 against Cal Poly.

Men's Basketball

The Wildcat men's basketball team recently wrapped up one of its best seasons in school history. The Wildcats won the Big Sky regular season title, finishing 15-3 in conference play for their 22nd Big Sky title and the fifth in the last 10 years.

Weber State then captured the Big Sky Conference Tournament in Reno, Nevada and advanced to the NCAA Tournament for the 16th time in school history and the second time in the last three years.

WSU head coach Randy Rahe became Weber State's all-time leader in coaching wins and the Big Sky Conference's all-time leader in conference wins.

Senior Joel Bolomboy was named Big Sky MVP, Big Sky Defensive Player of the Year, and earned honorable mention All-American honors. He was also one of five finalists for the Kareem Abdul-Jabbar Center of the Year Award. During the season he became the Big Sky's career leader in rebounding and finished his career seventh in Weber State history in career scoring. Bolomboy is now preparing for the NBA Draft which will be June 23.

Women's Basketball

The Weber State women's basketball team set a new school record with 23 wins this past season and advanced to the championship game of the Women's Basketball Invitational. Head coach Bethann Ord's Wildcats finished 23-12 overall. Brittney Dunbar was named the Big Sky Conference Defensive Player of the Year.

Indoor Track and Field

The Weber State women's team finished second and the men's team was ?? at the Big Sky Indoor Track and Field Championships in February. Weber State senior Jamie Stokes qualified for the NCAA Championships in the mile and earned Second Team All-American honors. She also earned the prestigious Elite 90 Award, given to the student-athlete with the top G.P.A at the NCAA Championships.

Academics

Weber State placed 34 student-athletes on the Big Sky Winter Academic All-Conference teams in men's basketball, women's basketball and men's and women's indoor track and field.

MONTHLY INVESTMENT REPORT

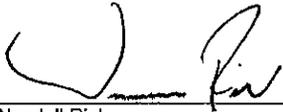
Regent guidelines regarding institutional investing require each USHE institution to submit summarized Investment Reports to Trustees on a monthly basis. This is in addition to the Quarterly Investment Reports that are currently being brought to Trustees. Attached is the WSU Monthly Investment Report covering activity for the month of March 2016. Approval of these reports is sought from the Business Committee.

Weber State University
 Monthly Investment Activity Report
 March 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 29, 2016						\$226,233,151
Purchases:						
Wells Fargo	Checking	31-Mar-16	1-Apr-16	0.5200%	12,036,977	
Wells Fargo	CD'S	Various	Various	Various	24,483	
CF Reinvested Earnings					331,978	
						<u>12,393,438</u>
Withdrawals:						
Wells Fargo	Checking	29-Feb-16	1-Mar-31	0.5200%	17,261,175	
PTIF				0.8112%	1,554,738	
Common Fund Fees						
Global Bond Fund						669
Strategic Solutions Equity Fund						829
Natural Resources						903
International Equity Fund						1,471
High Quality Bond						1,635
Intermediate Term Fund						314
All Caps Equity						1,882
Core Equity						2,519
Multi-Strategy Commodities						362
Emerging Markets Investors Co. B						1,697
US Treasury Inflation Protection						133
Contingent Asset Portfolio						677
Total Withdrawals						<u>18,829,004</u>
Balance March 31, 2016						<u>\$219,797,585</u>

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University
Monthly Investment Report
March 31, 2016

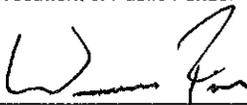
	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Wells Fargo	Checking	29-Feb-16	31-Mar-16	0.5200%	\$12,036,977	12,036,977
PTIF						
Endowment Pool	PTIF	Various	Various	0.8112%	2,167,099	2,167,099
Common Fund Outside Cash	PTIF	Various	Various	0.8112%	4,854,957	4,854,957
Cash Pool	PTIF	Various	Various	0.8112%	39,264,479	39,264,479
Common Fund						
Core Equity	Domestic Equities	Various	Various		14,583,752	19,138,192
Strategic Solutions Equity Fund	Domestic Equities	Various	Various		4,204,355	6,292,790
All Cap	Domestic Equities	Various	Various		11,309,491	14,158,759
International Equity Fund	International Equities	Various	Various		10,631,521	11,050,682
Emerging Markets	International Equities	Various	Various		7,032,261	6,364,968
Global Hedged Equity	Alternatives	Various	Various		5,159,513	6,230,616
SSG Diversifying Co. A42	Domestic Equities	Various	Various		1,676,117	2,209,634
Relative Value & Event Driven Co. 46	Alternatives	Various	Various		5,391,928	6,403,669
Relative Value Event Driven	Fixed	Various	Various		624,947	821,580
Global Private Equity	Equity	Various	Various		715,370	725,733
Venture Partners XI	Equity	Various	Various		322,737	366,697
Global Distressed Investors	Alternatives	Various	Various		94,395	154,832
Global Bond Fund	Fixed	Various	Various		3,957,235	4,090,719
Contingent Asset Portfolio	Fixed	Various	Various		4,914,104	5,348,868
High Quality Bond	Fixed	Various	Various		9,143,622	10,085,085
State Street US Govt	Fixed	Various	Various		743,259	743,259
US Treasury Inflation Protection	Fixed	Various	Various		629,007	655,946
Intermediate Term Fund	Fixed	Various	Various		2,346,209	2,480,657
Multi-Strategy Commodities	Alternatives	Various	Various		2,277,935	1,424,246
Natural Resources	Alternatives	Various	Various		6,037,321	5,110,210
Natural Resources Partners	Alternatives	Various	Various		8,135	3,158
Certificate of Deposit						
Wells Fargo	CD's	13-Jun-11	12-Jun-16	2.3100%	4,851,142	4,851,142
Wells Fargo	CD's	13-Jun-11	10-Jun-16	2.3100%	1,218,825	1,218,825
Wells Fargo	CD's	13-Jun-11	11-Jun-16	2.3100%	2,425,451	2,425,451
Wells Fargo	CD's	21-Dec-12	21-Dec-17	0.8500%	13,175,441	13,175,441
Bonds						
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0200%	10,000,000	9,943,340
Fannie Mae	Bond	30-Jan-13	30-Jan-18	1.0300%	1,000,000	1,000,084
FHLB	Bond	22-Jun-15	22-Jun-21	2.3000%	5,000,000	5,017,465
Farm Credit	Bond	13-Oct-15	13-Jul-22	2.2700%	8,000,000	8,000,112
Farm Credit	Bond	30-Nov-15	30-Nov-23	2.6500%	8,000,000	8,020,768
FHLB	Bond	16-Dec-15	16-Dec-22	2.4500%	6,000,000	6,005,262
FHLB	Bond	29-Jan-16	29-Jan-21	2.0500%	5,000,000	5,022,305
Fed Farm Credit	Bond	5-Jan-16	28-Dec-18	1.4200%	5,000,000	5,014,240
Total Investments					\$219,797,585	\$231,878,247

Weber State University Foundation
 Monthly Investment Activity Report
 March 31, 2016

		Purchase Date	Maturity Date	Interest Rate	Transaction Amount	Amount
Balance February 29, 2016						\$10,523,521
Revenues:						
	Dividends				48,187	
	Interest				90	
	Realized Gain (Loss)				(7,396)	
	Other Income				200,000	
						240,881
Expenses:						
	Investing Fees				569	
	Annuity Payments				2,892	
	Misc Expenses				34	
	Transfers to University				12,845	
						16,340
Total Withdrawals						16,340
Balance March 31, 2016						\$10,748,062

Weber State University Director of Financial Reporting and Investments Assertion:

To the best of my knowledge, Weber State University investments are in compliance with the State Money Management Act, the rules of the State Money Management Council, Regents Policy R541 Management and Reporting of Institutional Investments, and WSU Policy 5-14 Investment of Public Funds.



 Wendell Rich
 Weber State University Director of Financial Reporting and Investments

Weber State University Foundation
Monthly Investment Report
March 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Bank Accounts						
Key Bank	Checking	Various	Various		224,809	224,809
PTIF	PTIF	Various	Various	0.8112%	122,578	122,578
Common Fund						
Multi-Strategy Equity	Equity	Various	Various		1,059,497	1,928,993
Multi-Strategy Bond	Bond	Various	Various		982,951	1,038,209
Multi-Strategy Bond (Annuity)	Bond	Various	Various		377,600	383,060
Multi-Strategy Equity (Annuity)	Equity	Various	Various		377,809	574,986
Stock and Money Markets						
Abbvie Inc Com	Stock				152,894	154,224
Alerian	Stock				223,340	139,776
Altria Group-Philip Morris	Stock				93,214	626,600
Amgen Inc	Stock				167,238	164,923
Apple	Stock				253,035	343,319
AT&T Corp	Stock				297,209	352,530
BCE Inc	Stock				168,989	177,606
Blackstone Group LP	Stock				414,734	273,488
BP PLC ADS	Stock				504,949	295,764
CenturyLink Inc	Stock				581,212	501,772
Chevron Corp	Stock				33,103	114,480
Conoco Phillips	Stock				412,720	261,755
General Electric	Stock				127,070	559,504
Glaxosmithkline PLC ADS	Stock				630,427	547,425
HCP Incorporated	Stock				166,677	143,352
JP Morgan Chase & Co.	Stock				283,591	367,164
Merck & Co	Stock				231,058	380,952
PBF Energy Inc	Stock				203,991	288,840
Morgan Stanley Fund	Money Market			0.0200%	142,222	142,222
Pepsico	Stock				251,998	276,696
PJT Partners Inc Com	Stock				5,225	5,844
Prospect Capital Corp	Stock				203,684	141,765
SeaDrill LTD	Stock				431,750	43,230
SeaDrill Partners LLC	Stock				397,586	53,244
Verizon Communications	Stock				359,766	395,757
Vodafone GP	Stock				642,349	426,265
Zions Bancorp	Stock				222,787	176,733
Total Investments					\$10,748,062	\$11,627,865

Weber State University
 Monthly Investment Report
 Funds Separately Invested
 March 31, 2016

	Type	Purchase Date	Maturity Date	Interest Rate	Book Value	Fair Market Value
Berkshire Hathaway	Stock	1996			\$49,434	\$426,900
Parcs 2007-8 Calvados	Bonds	26-Feb-16	20-Mar-17		1,400,000	1,400,000
Total Investments					\$1,449,434	\$1,826,900

DRAFT

No. 3-29a

Rev. ~~12-13-11~~ 11-02-2015

Date 5-9-93

Family and Medical Leave

I. REFERENCES

- [PPM 3-20](#), Vacations (Non-Teaching Personnel)
- [PPM 3-21](#), Sick Leave (Non-Exempt Staff, Exempt Staff, and Executives)
- [PPM 3-21a](#), Sick and Family Leave (Faculty)
- [PPM 3-26](#), Maternity Leave
- [PPM 3-43](#), Insurance Benefits
- [PPM 3-45](#), Fringe Benefits
- [Employee Rights and Responsibilities under the Family and Medical Leave Act](#)

II. DEFINITION

Immediate Family - For the purpose of this policy, immediate family is defined as spouse, parent (where employee is a necessary care giver), son or step-son, daughter or step-daughter, and foster children under the legal care of the employee. Refer to [Fact Sheet #28K](#) to determine whether an adult child qualifies as a “son or daughter.”

III. ELIGIBILITY

Family and medical leave is available to employees with at least 12 months of service (**need** not be continuous) and who have worked at least 1,250 hours within the preceding 12-month period.

III. POLICY

If eligible, an employee may be able to take up to 12 weeks of unpaid, job-protected leave during a 12-month period for the following reasons:

1. The birth of a child or to care for a child within the first 12 months after birth;

2. The placement of a child with the employee for adoption or foster care and to bond with and care for the child (within the first 12 months of placement);
3. To care for an **immediate family** member who has a serious health condition;
4. For a serious health condition that makes the employee unable to perform the functions for his/her position; or
5. If the employee experiences a qualifying exigency that arises out of the fact that a spouse, parent, or child has been called to or is on active duty in the Armed Forces. Qualifying exigency means that the employee who is a spouse, child, or parent of a covered military member requires leave for one or more of the following events: (1) short-notice deployment; (2) military events and related activities; (3) child care and school activities; (4) financial and legal arrangements; (5) counseling; (6) rest and recuperation; (7) post-deployment activities; and (8) additional military activities provided the University and employee agree that such leave shall qualify as an exigency and agree to both the timing and duration of such leave.

IV. INJURED SERVICE MEMBER LEAVE

An employee who is the spouse, parent, child, or next of kin of a member of the Armed Forces who was injured in the line of duty ("injured service member") may be eligible for up to 26 weeks of FMLA leave in a 12-month period, including the types listed above.

A covered service member is one who is:

1. Undergoing medical treatment, recuperation, or therapy, who is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. A veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

The serious injury or illness is covered if it was incurred while in the line of duty (or the service member had a pre-existing condition that was aggravated while in the line of duty) and renders the service member medically unfit to perform his/her military duties. The University will rely

on authorized health care providers or designated officials in the Department of Defense to determine whether the service member is deemed a covered service member.

V. CALCULATION OF "12-MONTH PERIOD"

For purposes of calculating the amount of FMLA leave an eligible employee may request, the term "during any 12-month period" means a forward-measured "rolling" 12-month period. The 12-month period follows the first date the employee takes FMLA leave. Once this initial 12-month period has passed, if the employee worked 1,250 hours within the preceding 12-month period, the employee will be entitled to take another twelve (12) weeks of leave starting on the first date she or he takes FMLA leave again.

VI. NOTICE OF LEAVE

Employees must comply with their department's standard procedures for requesting other forms of paid leave. If an employee simply calls in sick, and does not follow the department's call-in procedure, or does not provide sufficient information, the time off may not be designated as protected by the FMLA.

VII. MEDICAL AND OTHER CERTIFICATIONS

Employees will be required to provide a medical certification if the leave request is: 1) for the employee's own serious health condition, 2) to care for a family member's serious health condition, or 3) military caregiver leave. Failure to provide the requested medical certification in a timely manner may result in denial of the leave until it is provided. If an employee refuses to provide a medical certification, his or her leave request may be denied and the employee may be disciplined.

The University, at its expense, may require a medical examination by a health care provider of its own choosing if it has a reasonable question regarding the medical certification provided by the employee. In lieu of a second opinion, the University may contact the health service provider directly to clarify or authenticate a medical certification, including certifications for military caregiver leave. Second opinions may not be required for military caregiver leave.

Separate certification may also be required regarding the nature of the family member's military service and/or the existence of a qualifying exigency.

VIII. DESIGNATION NOTICE

Within five (5) business days (absent extenuating circumstances) of having enough information to determine whether the requested leave is FMLA-eligible, the University will provide a Designation Notice, informing the employee whether or not leave is designated FMLA leave and the amount of leave that will be designated, if known. This designation may be retroactive.

In the sole discretion of the University, any leave that qualifies as FMLA leave may be designated as FMLA leave, regardless of whether all possible obligations are met by the employee. For example, the University may designated a leave as FMLA leave without requiring a completed Medical Certification Form or a consultation with a health care provider.

IX. FITNESS FOR DUTY CERTIFICATIONS

Because the University wishes to ensure the well-being of all employee, any employee returning from FMLA leave for his/her own seirous health condition will need to provide a Fitness for Duty (FFD) statement signed by his/her treating physician. Any employee who fails to provide an FFD statement will be prohibited from returning to work until it is provided. An employee who fails to provide an FFD certification may be disciplined or terminated.

X. MAINTENANCE OF BENEFITS

The University will maintain health care benefits for the employee while on FMLA leave, but the employee is responsible for paying the normal monthly contribution. If the employee elects not to return to work at the end of the leave period, the employee will be required to reimburse the University for the cost of premiums paid for maintaining coverage during the leave period. All other benefits cease to accrue during the unpaid portion of the leave.

XI. CONCURRENT LEAVE

Employees must use any accumulated sick leave, vacation time, or personal leave, to the extent available, during FMLA leave unless such leave is covered under Workers' Compensation, in which case the employee may only use accumulated leave time only for the purpose of satisfying any waiting period. Absences in excess of these accumulated days will be treated as FMLA leave without pay.

XII. MARRIED COUPLES WHO WORK FOR THE UNIVERSITY

If an employee and his/her spouse both work for the University, they are both eligible for leave. The amount of leave allowed for the employee and the employee's spouse may be limited to a combined total of 12 weeks of FMLA leave in a 12-month period if the leave is taken for:

- The birth, adoption, or foster placement of a child;
- To care for and bond with such child who does not suffer from a serious health condition;
- To care for a parent with a serious health condition; or
- A combination of the above.

For injured servicemen leave, the employee and his/her spouse may be limited to a combined total of 26 weeks of leave in a 12-month period, including the types of leave listed above in this paragraph.

XIII. INTERMITTENT LEAVE

It may be medically necessary for some employees to use intermittent FMLA leave. The University will work with employees (and employees are required to work with the University) to arrange reduced work schedules or leaves of absence in order to care for a family member's serious medical condition or due to the employee's own serious medical condition. Fitness for Duty statements are not required when an employee returns from intermittent FMLA leave.

Leave because of the birth or adoption of a child must be completed within the 12-month period beginning on the date of birth or placement of the child. It may not be taken intermittently without special permission from Human Resources.

XIV. RETURN FROM LEAVE

Employees may be terminated when they have exhausted their FMLA leave unless they are entitled to additional leave as a reasonable accommodation under the American's with Disabilities Act.

I. REFERENCES

[PPM 3-1](#), Equal Opportunity and Non-discrimination Employment

[PPM 3-2](#), Employee Definitions

[PPM 3-5](#), Personnel Employment

[PPM 3-6](#), Employment of Relatives

II. POLICY

Faculty appointments will be of two types, tenure track/tenured or contract. Tenure track appointments allow the faculty member to seek tenure as defined in PPM 8-21. Contract appointments are for a fixed time period and do not lead to tenure.

At the time of initial appointment and as part of the recommendation for faculty employment or when their terms of appointment are modified, the department chair and the dean of the college will review whether all appropriate degree requirements are met by the candidate.

Degree requirements shall be interpreted as requiring a degree from an institution accredited by an institutional accrediting agency that is recognized by the U.S. Secretary of Education or the foreign equivalent of such a degree. Equivalence of foreign degrees shall be evaluated by the regular faculty of the academic department and will be reviewed and approved by the college Ranking Tenure Evaluation Committee.

This definition shall be used for any purpose for which degree requirements need to be considered. Degrees from unaccredited institutions (those not meeting the definition above) shall not be used in any way that suggests recognition, endorsement or approval by the University.

A. Rank

Academic ranks shall be assigned only to those faculty in tenure-track or tenured positions within teaching departments in the seven academic colleges and the Stewart library. The academic ranks recognized by the University are assistant professor, associate professor and professor.

At the time of their initial appointments:

1. The department in which the faculty member has been given the rank shall be specified in the letter of appointment.
2. Individuals hired into the rank of assistant professor must be reviewed by the regular faculty and the chair of the academic department and approved by the dean.
3. Individuals desiring to be hired into the rank of either associate professor or professor must be reviewed and approved by the regular faculty of the academic department in which rank is to be granted and by the college Ranking Tenure Evaluation Committee along with the department chair, dean, and provost.
4. At the discretion of the department and the college Ranking Tenure Evaluation Committee, up to two years in full-time, contract positions at Weber State University may be applied toward the probationary period for tenure or increment in rank should the person shift from a contract appointment to a tenure track appointment.

B. Titles

Faculty on contract appointments will be assigned one of the following titles: Instructor, Adjunct, Clinical, Affiliate, Concurrent, Research or Visiting.

Instructor - an individual having academic, professional or specialized training, employed on a half-time or more basis and is not hired as a tenure track faculty. An instructor is hired for a fixed time period and may be rehired at the sole discretion of the university. See PPM 8-7.

Adjunct, Clinical, Affiliate, Concurrent and Research faculty are defined in PPM 3-2.

Visiting Faculty - an individual whose primary affiliation is not with WSU. The university may employ an individual under this title for a limited amount of time. A visiting faculty may be given a title containing an academic rank (assistant, associate, full) provided the additional title of "visiting" precedes the designation of rank. Such establishment of rank has no significance for the achieving or holding of rank if the person should apply for a tenure track position.

Current faculty not meeting the above rank and title definitions at the time of the adoption of this policy will be allowed to retain their ranks and or titles but any faculty hired after this policy is enacted will need to meet the requirements as specified in this policy.

III. APPOINTMENT CRITERIA

A. Rank

1. Assistant Professor

Experience in teaching, in research or in other qualifying work is required. In addition, the master's degree shall be the minimum degree for appointment to this rank. In those areas where it is clearly established that a master's degree is not offered, a requisite degree and experience as determined by the department faculty, the college Ranking Tenure Evaluation Committee, the appropriate dean and the provost may be substituted for the master's degree.

2. Associate Professor and Full Professor

Requirements for appointment to the ranks of associate professor and full professor must be consistent with the requirements for promotion to these ranks.

NOTE: A truly exceptional person who has nationally recognized academic or professional achievements and lacks normal academic qualifications may be appointed to the associate professor or professor ranks upon the recommendation of the department faculty, the college Ranking Tenure Evaluation Committee, the appropriate dean and approval by the provost.

B. Title

1. Instructor

The master's degree shall be the minimum degree for an appointment with this title. However, under any of the following circumstances a baccalaureate degree and appropriate professional experience will be accepted for the position of instructor upon approval of the department faculty, the chair, the dean, and the provost.

- *The minimum degree requirements for tenure in the field is the master's degree.*
- *The teaching load will be primarily courses whose credit hours do not count toward graduation.*

2. Visiting Faculty

Requirements for appointment with the title of visiting assistant professor, visiting associate professor, or visiting full professor must be consistent with the requirements for tenure track/tenured ranks of assistant professor, associate professor, or full professor, respectively.

NOTE: A truly exceptional person who has professional achievements and lacks normal academic qualifications may be hired as an instructor or a visiting faculty upon the recommendation of the department faculty, the chair, the appropriate dean and approval by the provost.

IV. PROCEDURE

A. The department chair shall initiate the hiring process by obtaining authorization from the provost and the dean to establish or fill a position on the department staff.

B. The department shall determine qualifications for the vacant position. Before steps are taken to communicate with qualified candidates, the department chair shall negotiate the wishes of the department with the dean to obtain an agreement as to the qualifications and general responsibilities of the academic position to be filled. **If this process fails to achieve an acceptable agreement, the provost can be asked to mediate the negotiation.**

C. When positions are approved and qualifications are determined, a screening committee of at least three members will be elected by department faculty. The screening committee may also contain persons from outside the department.

D. Candidates may be invited to come to the campus at college expense for personal interviews, to give lectures and/or to participate in other campus activities in order that the candidates may become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

E. When the investigation of candidates has been completed, the department chair shall forward the recommendation of the department with all supporting information to the dean. No offers, verbal or written, shall be made to a candidate without the approval of the dean, the provost, and the EEO officer.

F. The appropriate dean shall submit the department's recommendation with all supporting documentation to the president, through the provost. The provost will indicate to the dean the approval or disapproval of the recommendations. Faculty shall be appointed according to a process allowing for adherence to equal employment opportunity standards and allowing for a close examination and systematic inquiry into their qualifications. Faculty members at Weber State University are appointed by the president and ratified by the Board of Trustees.

Temporary full-time faculty appointments to positions not leading to tenure shall be made in the same manner as regular faculty appointments.

Emergency appointments without tenure, though not necessarily precluding the attainment of tenure in the normal manner, may be recommended by the president to the Board of Trustees, after consultation with the appropriate department chair and dean with the provost, without following the procedures outlined above.

Under certain conditions, the procedures outlined in parts IV.C and D of this policy, and the requirements for recruitment and positing listed in PPM 3-5, part III, may be waived. Such conditions are met only when the individuals hired possess the required qualifications and their potential value to the college and the department is so great as to justify such a waiver. Examples include but are not limited to the following:

- a). Truly exceptional candidates who are nationally recognized for outstanding achievement in their area of expertise.
- b). Highly qualified candidates from gender groups or ethnic minority groups whose members are substantially under-represented in the department, provided the appointment meets a programmatic need.

In such cases, a department chair may seek permission to implement the above by following part IV of this policy, exclusive of parts C and D. Permission to implement may be granted and/or ratified by the Board of Trustees upon recommendation of the president, following consultation with the appropriate department chair and dean and the provost. In order to assure that the hiring of tenure-track faculty normally follows national recruitment efforts and is open to all qualified applicants, no department may rely on these exceptions for two successive hires.

V. AFFILIATIONS

Faculty members are required to use titles consistent with their academic degrees and primary area of teaching responsibility. Questions regarding appropriate titles will be resolved by the affiliated Department Chair or Program Director in consultation with the dean.

PPM 8-11 EVALUATION OF FACULTY MEMBERS

I. REFERENCE

PPM 3-62 - Evaluation of University Personnel

PPM 9-9- Due Process/General Statement

R481 - Regent's Policy: Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review

II. POST-TENURE REVIEW

A. Purpose

The post-tenure review shall be based on criteria separately defined from the award of tenure with the intent of:

1. Demonstrating the tenured faculty member's growth and development in the discipline;
2. Communicating to the faculty member specific areas in need of improvement related to performance in teaching, scholarship, and service; and
3. Enhancing each individual's future productivity.

B. Procedures

After tenure is granted, faculty will be evaluated every five years, or more often at the discretion of the department chair or dean or at the request of the faculty member. Each College Tenure document shall specify procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with institutional and professional accreditation standards. The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

1. Teaching, through student, collegial, and administrative assessment;
2. The quality of scholarly and creative performance and/or research productivity; and
3. Service to the profession, school and community.

C. Student Evaluations

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all post-tenured faculty members shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries will be kept on file in the office of the chair.

D. Remedial Actions Based on Post-Tenure Review

If, as a result of the post-tenure review process, the faculty member is found to not be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in PPM 9-9 through 9-17.

E. Modifications to Post-tenure Review Documents

Academic Units that wish to change these documents shall submit their documents in writing to their Tenure-Track and Tenured faculty for comments and a vote. The outcome of the vote shall be reported to the faculty and the Academic Units and shall accompany the documents throughout the approval process.

III. TENURE REVIEW

A. Definitions and Eligibility

The University shall extend tenure to approved members of the teaching faculty who are holders of tenure track appointments and to certain others as hereafter defined. Tenure track appointments shall be given only to those faculty who, at the time of such appointment, meet the minimum degree requirements specified below in this policy.

Appointment to a tenured position is considered permanent and not subject to termination or substantial reduction in status without cause, provided that in all cases the services of an individual in that position continue to be needed and that funds are available to pay them.

Granting tenure implies a commitment by the University. Likewise, the faculty member who is granted tenure makes an equally strong commitment to serve students, colleagues, their discipline and the University in a manner befitting an academic person. It also raises a strong presumption that those granted tenure are competent in their disciplines and are capable of scholarly contributions. It is, therefore, imperative that a responsible screening process be followed before such commitments are made to insure selection of the most competent candidates.

Any faculty member or administrator may petition the Appointment, Promotion, Academic Freedom and Tenure Committee of the Faculty Senate to consider changes in tenure policy. Petitioners for tenure policy changes in a particular college must invite comments from faculty, the department chair and the dean of that college.

A tenured instructor specialist may move to another tenure bearing rank. However, this constitutes a move to a new position. Tenure is neither retained in the old position nor automatically transferred to the new position. Years of service may be negotiated at the time of the move.

B. Minimum Degree Requirements

The following minimum degree requirements have been established for each department. Although higher standards may be desirable, no departmental criteria will be approved which fall below these minimums.

1. For the colleges of Education, Science, and Social and Behavioral Sciences:

Attainment of the earned doctorate in the discipline of primary responsibility. In the event a doctorate is not the general recognized terminal degree in a candidate's discipline, a doctorate in a closely related discipline (as approved in writing by the provost in consultation with the Appointment, Promotion, Academic Freedom and Tenure Committee and the appropriate dean) shall be required.

2. For the school of Business and Economics and the college of Arts and Humanities, the requirement specified in (1) shall be required with the following exceptions (which represent equivalency):

Business Administration - An earned Juris Doctorate accompanied by a master's degree in a related business field will be considered equivalent to the earned doctorate for those whose primary responsibility is in the area of business law.

Accounting - An earned Juris Doctorate accompanied by (1) a master's in accounting or (2) a B.S. in accounting and an M.B.A. will be considered equivalent to the earned doctorate for those whose primary responsibility is in the area of taxation and/or accounting law.

Information Systems & Technologies - An earned doctorate in the field (e.g., Systems Management Information Systems, Computer Information Systems, Information Systems) or equivalent, the latter to be satisfied by either (1) an earned doctorate in a related field of business or (2) an earned doctorate in a field outside the traditional areas of business with a graduate business degree; plus, in either case,

- a. relevant, practical experience in Computer Information Systems, or
- b. additional educational training sufficient to demonstrate competency and currency in the field.

Logistics - An earned doctorate in logistics or in a related field with evidence of completed graduate course work in logistics. A Juris Doctorate with relevant experience for those whose primary teaching responsibility is in contracting and procurement.

Visual Arts - The recognized and accepted terminal degree is the M.F.A. for studio areas including: ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, and graphic design.

Performing Arts - The recognized and accepted terminal degree is the M.F.A. in the following disciplines: costume design, scene design, lighting design, technical directing, dance, acting, and directing.

English - A recognized and accepted terminal degree is the M.F.A. for the area of creative writing.

3. For the Dr. Ezekiel R. Dumke College of Health Professions:

Attainment of the earned doctorate in Health Professions or master's degree in the field or related discipline, plus current professional certification or license within the candidate's primary area of responsibility.

4. For the College of Applied Science & Technology:

For Computer Science and Telecommunications/Business Education, attainment of the earned doctorate plus two years of experience or a master's degree plus five years of experience and appropriate certification; for Automotive Technology, Construction Management Technology, the Engineering Technologies, and Sales and Service Technology, attainment of the earned doctorate plus two years of experience or a master's degree plus five years of experience. All degrees and experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.

5. For the Stewart Library:

Attainment of the master's of Library Science or its equivalent from a program accredited by the American Library Association.

C. Tenure Review Process

Weber State University shall maintain review procedures to evaluate and record the progress of probationary faculty members toward tenure. Full evaluations shall be made during the third and sixth probationary years. In exceptional cases, the tenure review process may be temporarily suspended (one may leave and re-enter at the same point), upon recommendation by the department chair and the dean, in consultation with the provost. If and when such a request is granted, the conditions of the extension shall be explained in writing by the dean with a copy to the provost. A faculty member, their department chair, the dean or the provost may also request an additional review in other probationary years. A progress report, including written evaluations of a non-tenured faculty member, shall be placed in the file of the faculty member recording the findings of the review and shall be transmitted to the faculty member. The faculty member shall be given appropriate opportunity to discuss strengths, weaknesses, goals, etc. at each review level.

In addition, in the second year of a candidate's progress toward tenure, the department chair will do an assessment of the candidate's progress. This assessment may be done with or without the assistance of a departmental committee at the sole discretion of the department chair. The candidate's teaching, service and scholarship shall be evaluated and an overall written assessment of progress made. The department chair shall send a written report to the candidate and the candidate's dean and shall submit the report for inclusion in the candidate's professional file. There is no evaluation beyond the department level. When candidates in their second year of progress toward tenure are either to be evaluated in that year for promotion or have requested an additional review, the department chair may choose to let that promotion evaluation serve in place of the second year assessment of progress toward tenure.

During the third and sixth years of the probationary period, and other years when requested, the full review process shall include evaluation by the dean and the ranking tenure evaluation committees at the levels of the department and the college. At his/ her sole discretion, the provost may review and make separate recommendations for or against a candidate's tenure or evaluation of a candidate's progress towards tenure. An exception is that in the event that there is a conflict among recommendations from the dean, the college Tenure Evaluation Committee and the department Tenure Evaluation Committee, the provost must make a separate recommendation. Furthermore, after the Department Tenure Evaluation Committee, the College Tenure Evaluation Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee. The University Committee evaluates the substantive issues of teaching, scholarship, service and ethics. The University Committee shall review the files of all candidates for advancement in rank or tenure who request such a review (see 8-19A). The recommendation(s) of the University Committee will be forwarded to the provost. The provost makes the final institutional recommendation unless overturned by the president or the Faculty Board of Review, as is the dean's recommendation when the provost makes no recommendation. All these reviews shall follow established procedures allowing for formal evaluative contributions from students, faculty peers, and supervisory administrators and shall give faculty members under review written evaluations with the right of due process review by the Faculty Board of Review (as described in PPM 9-9 through 9-17).

Faculty members who have been granted extensions of the probationary period beyond the normal six years shall annually be subject to formal review. For those faculty members who have been granted reductions in the normal probationary period of six years under the policies described in PPM 8-23 and/or 8-24 herein, a determination shall be made by the dean during the first year of appointment on the tenure track with respect to the proper scheduling of the formal review process. The findings of that determination shall be placed in writing in the candidate's professional file described in PPM 8-13.

D. Criteria for Granting Tenure

Each college has formulated a written policy statement, the college tenure document, containing the criteria to be used in tenure review. Review criteria in college tenure documents may be further specified in written department standards or department tenure documents. In that case, each department's tenure document will be considered as a part of the college tenure document. The criteria set in the department tenure documents must meet or exceed the criteria specified in the college tenure document. The approval process for new or revised department

standards or department tenure documents needs to be specified in the college tenure document. Department standards or department tenure documents shall be used in conjunction with the college tenure document when reviewing and evaluating a candidate's materials at every level or review (peer review, department, college, dean, university, provost). A college tenure document must include (1) the criteria, consistent with the minimum criteria outlined below; (2) the rationale for the criteria; and (3) the method for measuring performance with respect to the criteria. Acknowledging that some faculty members take an integrated approach to teaching, scholarship and service, it may be appropriate to recognize contributions in more than one category (teaching, scholarship, and/or service) for a particular activity if evidence in a candidate's professional file demonstrates how the activity applies to multiple categories. Any change in the college tenure document shall be submitted through the dean to the Appointment, Promotion, Academic Freedom and Tenure Committee for analysis and recommendation to the Faculty Senate. Upon the approval of the Faculty Senate, the revision in the college tenure document shall be forwarded to the provost. Upon approval by the provost and Board of Trustees, the changed college tenure document will be considered adopted. The date of the final approval of the college tenure document will be affixed to the policy statement, and that date will be considered as the effective date. Thereafter, the approved and dated college tenure document will apply until any revision is channeled through the steps outlined herein and a new effective date is affixed. Copies of the approved revised college tenure document will be on file in the offices of the department chair, the dean, the Faculty Senate and the provost and will be accessible online at the provost homepage.

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Minimum criteria include:

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1. A rating consistent with college standards in teaching. Teaching activities may include, but are not limited to: classroom instruction, on-line instruction, laboratory activities, field work or field trips, supervising projects, preparation of course materials, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, undergraduate research, student clubs and organizations, events, and programs as well as other types of teaching activities.

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2. A rating consistent with college standards in professional activities such as research and other contributions to knowledge, leadership in professional organizations, and active pursuit of professional competence.

3. A rating consistent with college standards in service, which includes professionally related community service as well as service to the institution, i.e., service on department, college or other University committees and task forces; student advisement; and other types of service.

4. Adherence to professional ethics.
5. Possession of terminal degree as defined above.
6. A rating consistent with college standards in other criteria stated in specific college documents, such as professionally related experience.

IV. EVALUATIVE CRITERIA FOR ACADEMIC RANK

It shall be the policy of the University that the minimum evaluative criteria established in this document are applicable to all academic colleges and the Library. Except as outlined for exceptional persons or early promotions, no individual will be advanced in rank without satisfying these minimum requirements. Individual colleges may establish additional requirements and further delineate the items addressed in this document.

It shall be the policy of the University to make promotions in rank to competent and deserving members of the faculty. Upon their request, faculty members will be considered for advancement in rank by the dean and the ranking tenure Evaluation Committees at the levels of the department and the college. At his or her sole discretion, the provost may review and make separate recommendations for or against a candidate's advancement in rank. An exception is that in the event that there is a conflict among recommendations from the dean, the College Ranking Tenure Evaluation Committee and the Department Ranking Tenure Evaluation committee, the provost must make a separate recommendation. Furthermore, after the Department Ranking Tenure Evaluation Committee, the College Ranking Tenure Committee, and the dean have completed their respective reviews, the candidate may request an additional review by the University Tenure Evaluation Committee. The University Committee evaluates the substantive issues of teaching, scholarship, service and ethics. The University Committee shall review the files of all candidates for advancement in rank or tenure who request such a review (see 8-19a). The recommendation(s) of the University Committee will be forwarded to the provost. The provost makes the final institutional recommendation unless overturned by the president or the Faculty Board of Review, as is the dean's recommendation when the provost makes no recommendation. All these reviews shall follow established procedures allowing for formal evaluative contributions from students, faculty peers, and supervisory administrators and shall give faculty members under review written evaluations with the right of due process review by the Faculty Board of Review (as described in PPM 9-9 and following).

Faculty members have the right at any stage of the review proceeding to withdraw themselves from consideration for advancement in rank. Notice of such request shall be made by the candidate to his/her dean, who, in turn, shall then advise the appropriate reviewers that they are

no longer to consider the candidate for advancement in rank. Years of service in rank at other institutions may be substituted for years at Weber State University in accordance with the agreement reached at the time of appointment. (See PPM 8-8) Promotions in rank are effective as of the beginning of the fiscal year following the notice of promotion.

A. Channels

In order to allow for the legitimate different talents, aptitudes, preferences and assignments of individuals as well as the needs and goals of the institution, several equivalent channels of evaluation are made available. These channels consist of minimum requirements and/or performance levels that must be met within four different categories before an individual is eligible for consideration for advancement in rank.

These Categories are: (1) credentials and probationary periods, (2) teaching, (3) scholarship and (4) administration and/or professionally related service. Definitions and descriptions of these categories are found later in this policy.

The channels appropriate for evaluating a candidate for promotion from assistant professor to associate professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Administration and/or Professionally Related Service</u>
<u>A</u>	<u>Satisfied</u>	<u>Satisfactory</u>	<u>Good</u>	<u>Good</u>
<u>B</u>	<u>Satisfied</u>	<u>Satisfactory</u>	<u>Excellent</u>	<u>Satisfactory</u>
<u>C</u>	<u>Satisfied</u>	<u>Excellent</u>	<u>- -</u>	<u>Good</u>
<u>D</u>	<u>Satisfied</u>	<u>Good</u>	<u>Good</u>	<u>Satisfactory</u>
<u>E</u>	<u>Satisfied</u>	<u>Good</u>	<u>Satisfactory</u>	<u>Good</u>

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Channels appropriate for evaluating a candidate for promotion from associate professor to professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Administration and/or Professionally Related Service</u>
<u>A</u>	<u>Satisfied</u>	<u>Good</u>	<u>Good</u>	<u>Good</u>
<u>B</u>	<u>Satisfied</u>	<u>Good</u>	<u>Excellent</u>	<u>Satisfactory</u>
<u>C</u>	<u>Satisfied</u>	<u>Excellent</u>	<u>Good</u>	<u>Satisfactory</u>

B. Evaluations

Many items related to an individual's credentials and performance are considered to be essential for performing at an adequate level. Such items are considered to be the base upon which a case is built to justify promotion. Their lack is a negative factor in promotion considerations. Examples of adequate level performance requirements include the following:

1. Teaching a share of the more difficult or less popular courses
2. Completing a share of departmental committee assignments and other departmental duties
3. Completing such class work, work experience, journal reading, etc. as is necessary for maintaining credentials and keeping current in the field
4. Updating lecture notes and supplementing test material to keep courses current
5. Occasionally accepting and completing assignments at the college and University level
6. Doing other work for which the individual was specifically hired and for which provisions are made in assigned workload

When the candidate has achieved the minimum credentials, completed the probationary period, applied for promotion or has been recommended for early promotion, ranking tenure evaluation committees and other reviewers will evaluate the candidate in each of the categories and compare the results with the standards established in each channel. To be recommended for promotion, a candidate's evaluation in each category must meet or exceed the standards in any one channel. Promotion shall not be attained by satisfying parts of two or more channels. The candidate need not select any specific channel.

Some channels do not require performance in a particular category. Where a channel does include performance, ranking tenure evaluation committees and other reviewers will evaluate an individual's performance as (low to high) (1) unsatisfactory, (2) satisfactory, (3) good or (4) excellent

C. Definition of Channels

1. Credentials and Probationary Periods

a. Promotion from assistant professor to associate professor

1. The doctorate, where offered, shall be required for advancement to the rank of associate professor. Where the doctorate is not offered in the discipline, either a doctorate in a closely related discipline or a master's degree will be accepted upon approval of the faculty of the discipline, the chair, the dean and the provost. Approval shall be attained for the exception to the required degree prior to the initiation of the review process for that academic year. The following are approved exceptions to the doctorate for advancement in rank to associate professor:

College of Health Professions

Master's degree plus current professional certification and three (3) years of work experience.

College of Arts and Humanities

Master of Fine Arts for the disciplines of ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, graphic design, costume design, scene design, technical directing and dance.

College of Applied Science & Technology

For Telecommunications/ Business Education and Computer Science, a master's degree plus five years of experience and appropriate certification; for Automotive Technology, Construction Management Technology, the Engineering Technologies and Sales and Service Technology, a master's degree plus five years of experience. All degrees and experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.

Stewart Library

Master's degree in Library Science, or its equivalent, from a library school accredited by the American Library Association.

2. Six years of satisfactory performance at the rank of assistant professor will be the minimum probationary period. However, up to one year for professionally related activities can be counted toward fulfilling this requirement.

3. To be promoted from assistant professor to associate professor one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank. A candidate who has been granted an extension to the normal probationary period for tenure cannot be considered for advancement in rank to associate professor until the candidate is also considered for tenure.

d. Promotion from associate professor to professor

1. The doctorate, where offered, shall be required for advancement to the rank of professor. Where the doctorate is not offered in the discipline, either a doctorate in a closely related discipline or a master's degree will be accepted upon approval of the faculty of the discipline, the chair, the dean, the provost and the Appointment, Promotion, Academic Freedom and Tenure Committee. Approval shall be attained for the exception to the required degree prior to the initiation of the review process for that academic year. The following are exceptions to the doctorate for advancement to the rank of professor.

College of Arts and Humanities

Master of Fine Arts for the disciplines of ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving, and textiles, graphic design, costume design, scene design, technical directing and dance.

College of Applied Science & Technology

For Telecommunications/ Business Education and Computer Science, a master's degree plus five years of experience and appropriate certification; for Engineering Technology and Sales and Service Technology, a master's degree plus five years of experience; for Design Graphics and Machine Tool Technologies, a master's degree plus six years of experience. (All degrees and

experience must be in approved fields/competencies and at appropriate levels, as outlined in the college promotion and tenure policy.)

Stewart Library

Master's degree in Library Science, or its equivalent, from a library school accredited by the American Library Association.

2. Five years of satisfactory performance at the rank of associate professor will be the minimum probationary period. However, up to one year for professionally related activities can be counted toward fulfilling this requirement.

3. If one is hired at the rank of associate professor, then to be promoted from associate professor to professor one must either have been previously granted tenure or be granted tenure at the same time as the promotion.

D. Criteria for Early Promotion:

Exceptional candidates who have not completed the appropriate probationary period shall also be eligible for consideration for advancement in rank, provided they make timely application for promotion, or timely nomination of them is made by a tenured full professor.

Candidates who are within two years of satisfying the applicable time in rank requirement may apply or be nominated for early promotion. To receive a positive recommendation for promotion at a level of review, a candidate must receive a rating of excellent in teaching and scholarship and at least a good in service. Such ratings, however, do not insure early promotion. The opportunity for early promotion is intended for candidates who have established a national or international reputation in their discipline. A candidate must prepare a portfolio that includes documented evidence for extraordinary accomplishments in all of the three categories: teaching, scholarship, and service. A cover letter will be included which summarizes why a candidate feels they are extraordinary and deserving a consideration for early promotion. A statement of teaching philosophy and specific pedagogic accomplishments should also be included. This portfolio will be read and summarized by two groups of reviewers. Teaching and service accomplishments will be summarized by a Peer Review Committee operating in accordance with PPM 8-11. The scholarship portion of the portfolio will be sent for review to a minimum of three nationally recognized scholars in a candidate's discipline. These outside reviewers must reside at institutions other than Weber State University, and are selected through a mutual agreement between the candidate and department chairperson. A summary outlining the results of the

outside review of scholarship, and a summary of teaching and service accomplishments will be compiled as a written document by the Peer Review Committee and added to the candidate's Professional File. The promotion process will continue as per PPM 8-12, Dated Guidelines for the Ranking Tenure Review Process.

The final decision to grant early promotion will rest at each level in the review process. Early promotion cases move forward from one review level to the next in the usual course even when the recommendation at a particular review level is negative. Successful early promotion cases remain possible despite negative recommendations by earlier reviewers.

E. Teaching

Teaching is defined as instruction conducted under the auspices of Weber State University.

Teaching activities may include, but are not limited to: classroom instruction, on-line instruction, laboratory activities, field work or field trips, supervising projects, preparation of course materials, and a variety of advisory, supervisory, or sponsorship roles including community engaged learning, undergraduate research, student clubs and organizations, events, and programs as well as other types of teaching activities. This category also includes the preparation and use of teaching materials such as course syllabi and other materials intended for instructional use.

It shall be the responsibility of the candidate and department to provide evidence of successful teaching experiences; therefore, teaching performance shall be evaluated by students, peers and appropriate administrators. Two or more teaching evaluations must be completed in each year of the candidate's probationary period. The evaluations shall include department or college-wide comparisons.

To be evaluated in the teaching category and to have the year count towards the probationary period, a candidate must teach a minimum of 12 hours or its equivalent as determined by the department chair and the dean. However, up to one year for professionally related activities can be counted toward fulfilling this requirement. Equivalency for the Library will be determined by the director of the Library and the provost.

Evidence of Teaching Effectiveness includes:

1. Student Evaluations

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In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each year, all contract, non-tenured, and adjunct faculty members will have student evaluations administered in every course taught, and each tenured faculty member shall have student evaluations administered in at least two of the courses. The two courses to be evaluated each year will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean, after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries shall be kept on file in the office of the chair. In the case of the faculty member who is on tenure track or who is seeking promotion, the chair shall send to the faculty member's professional file summaries of that faculty member's student evaluations mentioned above, plus department averages for similar courses.

2. Candidate's Teaching Profile

While student evaluations are important in demonstrating certain skills related to excellence in teaching, they are not sufficient for a complete evaluation of a candidate's teaching abilities. Therefore, it is incumbent upon candidates to provide evidence that they are competent in three different elements of teaching: Subject Knowledge, Pedagogy, and Assessment of Student Learning. Clearly courses are taught in context. Candidates are encouraged to discuss this context in cases where it impacts their teaching and/or techniques they use in the classroom. All candidates shall establish documentation for assessment by a peer review committee demonstrating their teaching skills.

a. Subject Knowledge

Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. Candidates may choose among, but are not limited to, the following:

- Presentation of the candidate's view of the discipline, knowledge of the discipline, and the state of the discipline.
- Narrative of the state of the discipline.
- An assessment of the candidate's knowledge by outside experts.
- Exhibit of a focused evaluation by an outside expert
- Class materials, handouts, syllabi, class notes, etc.
- Web pages that the candidate is using for classes.

- Attendance at professional meetings with a statement by the candidate on how it impacts his/her teaching.
- Narrative on how the candidate's scholarship connects to the classroom.

b. Pedagogy:

Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. Candidates may choose among, but are not limited to, the following:

- Attendance at professional meetings with a narrative describing how that meeting helped the candidate improve his/her teaching.
- Videotape of the candidate's teaching with analysis by the candidate.
- Student evaluations.
- Narrative on how the candidate views teaching.
- Classroom observations by peer review committee.
- Examples of collaborative teaching statements from collaborator on the candidate's skills.
- Documentation of research the candidate has conducted with students.
- Interviews with students discussing their level of satisfaction with the course and instructor.

c. Assessment of Student Learning:

Candidates must demonstrate that they assess students' learning with valid, reliable assessment methods and tools. Candidates may choose among, but are not limited to, the following:

- Examples of research with students.
- Student work (outcomes) presentations, publications, projects, etc.
- Examples of classroom assessment techniques.
- Assessment narrative.
- Examples of exams, quizzes, tapes of conferences with students, etc.
- Recommendation from employers, cooperating teachers, supervisors, [community partners](#), or other individuals in the position to competently comment on the preparation of the candidate's students.

3. Peer Review

Every candidate for promotion or tenure review shall undergo peer review. (Peer review may also occur prior to the formal review as part of a mentoring process designed to cultivate the

candidate's potential in an atmosphere separate from evaluation.) The purpose of the peer review is to facilitate the evaluation process primarily through evidence-gathering. In particular, peer review promotes a more accurate understanding of teaching effectiveness by compiling and assessing documentation provided by the candidate demonstrating teaching effectiveness. The peer reviewers may also gather materials regarding the candidates' scholarship and service activities. Peer reviewers should interpret this information in terms of department and college expectations and summarize, without rating, the candidate's strengths and weaknesses in the designated areas. The summary of the peer review is subsequently placed in the candidate's file to be evaluated by the department Ranking Tenure Review Committee, the College Ranking and Tenure Committee, the Dean and others as described in the Dated Guidelines for the Ranking Tenure Review process (PPM 8-12).

The peer review committee may be the department Ranking Tenure Review Committee. (PPM 8-15) If the peer review committee is not the department Ranking Tenure Review Committee, it shall consist of a minimum of three members who are familiar with the program. If the faculty member and the chair cannot agree, the makeup of the committee will be subject to binding arbitration by the dean, upon consultation with the faculty member and the chair.

At a minimum, all candidates for promotion or tenure shall undergo a peer review of their teaching during the year of their formal review. The peer review committee shall select a chairperson to coordinate all meeting dates/interviews, and assure that the peer review summary is placed in the faculty member's professional file prior to the faculty member's evaluations. Copies of the peer review shall be sent to both the candidate and the department chair.

Departments may set policy as to whether peer reviews in other years are to be conducted and placed in the professional file. A signed copy of the peer review of a faculty member shall be forwarded to the candidate by the department chair along with a notification that the faculty member has the right to respond. Should the candidate wish, the candidate may place a written response in the file or may ask to appear before the department Ranking and Tenure Committee. If the faculty member is not up for promotion or tenure, then the candidate may wait until the next promotion tenure review or petition for the removal of the peer review as provided in PPM 8-13.

F. Scholarship

The scholarship category includes the following types of activities (the listing is not intended to be exhaustive).

1. Publications, i.e., books and/or publications in refereed regional or national journals.
2. Formal, post-graduate education or work experience beyond the attainment of the terminal degree.
3. Development of new areas of expertise which are of benefit to both the candidate and the department.
4. Development of new courses and/or programs within a college as well as significant modifications of existing course or programs.
5. Presentation of professional papers at regional or national scholarly meetings.
6. Funded research and/or grants at a regional or national level.
7. Creative activities that significantly impact the appropriate discipline on a regional and national level.
8. Organizing and presenting of regional and/or national workshops for one's peers.
9. Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.

10. Projects such as undergraduate, graduate, community-engaged, and action research.

11. Other evidence that indicates that the candidate is recognized for scholarly contributions.

NOTE: It should not be assumed that listing several different possibilities in this category implies that an individual should address all or even several of them. An excellent job of publication could very well be sufficient for a rating of "excellent" in this category. Likewise, a good job in each of several areas could result in an overall rating of excellent. Quality and quantity of effort and the results obtained are the standards of measure.

Final determination of which items in this category are of primary importance, secondary importance and so forth will be left to individual colleges with the exception that publication will be an item of primary importance in all colleges.

G. Administrative and/or Professionally Related Service

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Types of activities relating to this area are as follows:

1. Professionally related community service
2. Speech making in the area of the candidate's expertise
3. Consulting and/or work experience
4. Committee work
5. Participation in projects relating to the operation of the department, college and University
6. Membership in professional societies and attendance at professional meetings and similar activities that enhance the reputation of the individual and the college
7. Assumption of offices or administrative positions within professional societies
8. Performance as a department chair or director of a major program area
9. Student advisement activities which assist students in achieving their educational potential

No requirement is included or intended to the effect that an individual must address more than one item within this category. In particular, no special emphasis is placed on University committee work as opposed to other items listed above. Heavy concentration in a single area might be evaluated the same as moderate concentration in several. Quality and quantity of effort and the results obtained are the standards of measure. For candidates who are submitting evidence of administrative and/or professionally related service, it should be noted that the emphasis should be on the quality of the service and not on the level of the service. Active committee service which is of high quality, whether it is on the department, college or University level, or if it is outside of the University and related to the professional role of the candidate, should count toward advancement in rank. It shall be the responsibility of the candidate to provide evidence of successful administrative and/or professionally-related service. Therefore, it is recommended that ongoing evaluation be made concerning the candidate's service.

H. Standards of Evaluation

Positive evaluations should be based on evidence to support such an evaluation. Consequently, each candidate is responsible for maintaining a complete and up-to-date file. A file containing insufficient supportive evidence may be considered as grounds for a low rating.

The type of evidence in a file is also of concern. The more concrete the evidence, the more weight evaluators should give it. Thus, an expressed opinion that someone is an excellent teacher when not accompanied by any indication that an evaluation was actually conducted would not normally be weighted as heavily as the same recommendation from a formal evaluation.

Individuals, departments or colleges that refuse to utilize evaluations which distinguish among faculty should realize that they are handicapping candidates. Listed in several of the categories are areas of endeavor which would normally be considered as evidence of achievement, but may not, in some instances, be regarded as satisfying criteria for advancement in rank. For example, consulting and work experience would usually be considered as beneficial activities. The burden of proof is on the candidate to justify that consulting and/or work experience is of positive benefit. Similarly, not all work beyond the attainment of necessary credentials is automatically of benefit to individuals in their jobs. Community service, if not professionally related, would not normally be considered. Neither committee membership nor administrative positions in and of themselves should be given much consideration. Performance within the position is what evaluators should consider. In all questionable cases, the burden of proof lies with the candidate.

To facilitate obtaining concrete evidence, it is stipulated that departments should complete, at least annually, teaching evaluations and include them, along with departmental college comparisons, in the candidate's file. **It is** further recommended that chairs of University committees submit annual reports so that individuals' contributions can be noted and placed in their files. The chair of the Faculty Senate shall evaluate the chairs of Senate committees, note their contributions, and place these evaluations in their files.

The performance of department chairs may be evaluated. Such evaluation would normally be made by the immediate superior of the individual but would not have to be restricted to that individual. Items that should be addressed are whether or not the candidate accomplished (and to what extent) one or more of the following:

1. Improved working conditions
2. Provided a stimulating intellectual climate
3. Procured and allocated resources in an adequate and just fashion

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4. Completed routine duties and assignments

Some leeway is afforded in the final determination of the importance of many activities within individual colleges and departments. Each college and department should prepare, and have approved by the Faculty Senate, a document further delineating what relative importance should be placed on items within a category. Such documents may be more stringent than the general requirements within this document but they may not be less. In particular, publication and research must be items of primary importance within the scholarship category. Other items may also be considered to be of primary importance but need not be.

Standards set by individual colleges and departments should conform to the following philosophy: each case is to be considered on its own merits, with quality and level of productivity being the major criteria for judging performance. It is generally understood that, lacking evidence to the contrary, achievements (speeches, publication, service, etc.) At the national level should be judged as being more important than that at the regional level and that participation at the regional level should be judged as being more important than that at the local level. Work at the University level is more important than at the college level and so forth.

Publications which are subject to formal acceptance processes and editorial review will normally be considered more favorably than those that are not. Likewise, publications arising from research will normally be considered more favorably than those which did not. Evaluations should take into account the quality of journals, the impact of articles or textbooks on the field, the length of the work and so forth.

In cases in which there is a particular benefit to the department derived from a candidate's having obtained additional credentials, such work will be judged positively. Some effort is expected in terms of maintenance. Therefore, judgments will be made as to whether or not such work is beyond maintenance. Furthermore, not all work serves to improve credentials to any great degree. In addition, judgments will be made as to the degree to which the University supported the attainment of improved or additional credentials. Work done entirely on one's own will be viewed more favorably than work supported in whole or in part by the University.

Courses or programs developed or revised by an individual or individuals will be evaluated in terms of the effort required and the benefit to the University. A useful course which is innovative in a field will be considered more favorably than courses having definite models at other institutions. Presentations of papers at scholarly meetings is encouraged and considered to be worthwhile. However, formal publication will normally be considered as being preferable.

Funded research/grants will be judged in terms of the worth of the project to the University or profession, the type of grant and so forth. Innovative projects that would not be funded except for the excellence of the proposal will be considered more favorably than solicited proposals for which funding is more or less automatic.

When making final evaluations for promotion, individuals and ranking tenure evaluation committees should address a candidate's performance throughout the probationary period. A candidate does not necessarily have to address each category within a specific channel each year. For example, one year a candidate might perform heavily in the administrative area and in another might engage mostly in teaching and research. Special attention should be given to improvements in performance. Candidates should exhibit the required levels of performance over a long enough period of time that it is reasonable to expect continued performance at or above such levels. However, performance during the entire probationary period, particularly during the early part, does not necessarily have to meet or exceed the designated performance levels.

I. Descriptions and Clarifications of Ratings

Unsatisfactory

Teaching

Candidates shall be rated unsatisfactory if they are consistently rated by students and peers as inadequate relative to other faculty members and/or make no effort to develop new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship

Candidates shall be rated unsatisfactory if they have no publications and/or have made no visible effort to write for publication. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. No record of completing a formal education program or a work experience which would help the candidate keep current in the discipline would also be viewed negatively, as would no evidence of presenting papers, making speeches, developing courses and/or programs, or writing grants in the area of expertise.

Administration and/or Professionally Related Service

Candidates shall be rated unsatisfactory in service if they unreasonable decline to participate on departmental, college, or University committees, task forces, or advisory groups when asked.

Refusal to serve in any capacity in their professions and/or being passive in interest and action in any of the above shall also be viewed negatively.

Candidates shall be rated unsatisfactory in administration if they fail to perform routine duties in an acceptable manner and are consistently rated by their immediate superiors and subordinates as unsatisfactory.

Satisfactory

Teaching

Candidates shall be rated satisfactory if they are consistently rated by students and peers as satisfactory relative to other faculty members and provide evidence of having occasionally developed new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship

Candidates may be rated satisfactory when they provide evidence of writing and/or publication. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. Evidence of candidates' completing some formal education and/or work experience which would support their keeping current in the discipline should be viewed as positive. Evidence of having presented papers, delivered speeches, written grant proposals, etc., shall be viewed positively. A positive rating in all of the indicated activities should not be necessary to receive a satisfactory rating in this area.

Administration and/or Professionally Related Service

Candidates shall be rated satisfactory in service if they accept and perform in an acceptable manner those duties constituting an average share of the work load in the department, college, University or academic community.

Candidates shall be rated satisfactory in administration if they perform routine duties in an acceptable manner and are consistently rated satisfactory by their immediate superiors and subordinates.

Good

Teaching

Candidates shall be rated good if they are consistently rated by students and peers as good relative to other faculty members and provide evidence of having often developed new materials, new methods or other innovative techniques to improve their teaching performance.

Scholarship

Candidates may be rated good if they provide evidence of a regional and/or national refereed publication since the date of their last promotion and evidence of a plan of continuing scholarly activity.

A college may elect to substitute an equivalent activity in lieu of a regional or national refereed publication. However, in the cases of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to a regional or national refereed publication.

Administration and/or Professionally Related Service

Candidates shall be rated good in service if their leadership within the department, college, University or academic community is recognized as stronger than average or if their influence in the development and/or implementation of new curricula, new programs, improved operations or organizational changes is recognized as considerably above average.

Candidates shall be rated good in administration if they set ambitious goals and achieve many of them. Candidates should also be consistently rated as good by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate and procuring and allocating resources competently.

Excellent

Teaching

Candidates shall be rated excellent if they are consistently rated as excellent by students and peers relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance.

Scholarship

Candidates may be rated excellent if they provide evidence of more than one refereed publication at the regional and/or national levels since the date of their last promotion and evidence of a plan of continuing scholarly activity. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. However, in the case of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to regional or national refereed publications.

Administration and/or Professionally Related Service

Candidates shall be rated excellent in service if they provide leadership within the department, college, University or academic community, on a major project, committee or activity in which their work significantly influenced development and/or implementation of new curricula, new programs improved operations or organizational changes. The candidate's being recognized locally, regionally and /or nationally for work in extra University activities usually serving in a working position of leadership in appropriate associations and organizations is evidence of significant service work in the academic community.

Candidates may be rated excellent in administration if they set ambitious goals and achieve most of them. Candidates should also consistently be rated excellent by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate, procuring and allocating resources competently and facilitating the operation of the organization in setting up and achieving objectives.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University

Program Title: *Current* BS/Minor in Business/Marketing *Proposed (if applicable)*

Sponsoring School, College, or Division: College of Engineering, Applied Sciences and Technology

Sponsoring Academic Department(s) or Unit(s): School of Computing

Classification of Instruction Program Code¹: 13.1303 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: 120 / 120 Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Fall 2016

Institutional Board of Trustees' Approval Date: 05/03/2016

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Consolidation
<input type="checkbox"/>	Program Restructure
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out-of-Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____ Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to discontinue BS/Minor in Business/Marketing Education Composite Teaching effective Fall 2016. This action was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

There has been a decline in the number of students interested in this degree. Only 1 new student entered the program last year, and the program currently has 8 students with 2 of those students graduating December 2015. There are alternatives for students interested in pursuing this type of career: 1) A BIS degree with emphasis areas in Business/Multimedia, Business Administration and Professional Sales and 2) A MEd or Graduate Certificate as advised by the College of Education. No faculty will be affected by the discontinuance of this program. This proposal has received the support of the department.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Will faculty or staff structures be impacted by the proposed change?

The Mission of WSU is to provide programs that are responsive to student needs. Because of the low interest in this program and the fact that those students can be accommodated through other degree programs (i.e., BIS and Teacher Education), it is not beneficial to the institution to continue offering this program.

Only two courses are unique to this program. The faculty member who teaches these courses has done so as overload. The AAS degree leading to this BS degree supports the Business/Multimedia Technologies major; thus, the AAS degree will not be discontinued. Consequently, no faculty or instructor positions will be lost because of losing this major. The low number of students in the major taking other university courses also will not adversely affect the university or any other program.

Suspension, Discontinuance, or Reinstatements **ONLY**

If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.

If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

The plan is to discontinue the program beginning in the 2016-17 academic year. NTM 3610 will be taught Fall 2016 semester to accommodate the 5 students who need the course to complete the degree. All other courses these students need are offered for other programs; consequently, they will be able to finish their degrees.

Students interested in this program will be able to complete a BIS degree that has three emphasis areas: Business/Multimedia, Business Administration, and Professional Sales. Students interested in pursuing a career in teaching will be advised by the College of Education regarding courses to complete for licensure requirements. These students will be advised to complete the related BIS and continue with either the Master's Degree in Education or Graduate Certificate. Students have been able to pursue a Master's option for a number of years.

Students in the BS/Minor programs for Business/Marketing Education Composite Teaching Degree must graduate by Spring 2022. After Spring 2022 students will have to complete a substitute degree.

If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

Funds used to pay for the two courses unique to this program will be used to offer additional sections of high demand courses. The low number of students taking courses in other programs can be accommodated in current course offerings and will not have a budgetary impact for those programs.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Weber State University		
Program Title:	BS Athletic Training	<i>Current</i>	<i>Proposed (if applicable)</i>
Sponsoring School, College, or Division:	Moyes College of Education		
Sponsoring Academic Department(s) or Unit(s):	Athletic Training and Nutrition		
Classification of Instruction Program Code ¹ :	510913		6 - Digit CIP
Min/Max Credit Hours for Full Program Required:	120	/ 120	Min Cr Hr / Max Cr Hr
Proposed Effective Term for Program Change ² :	Winter		2018
Institutional Board of Trustees' Approval Date:	05/03/2016		

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Consolidation
<input type="checkbox"/>	Program Restructure
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out-of-Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____ Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to discontinue BS Athletic Training effective Winter 2018. This action was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The BS in Athletic Training will be phased out and eliminated. Students interested in Athletic Training will instead be directed to complete a BS in Athletic Therapy and then the MS in Athletic Training.

The National accrediting body for athletic training (CAATE) announced in May 2015 that they would be eliminating the undergraduate route to athletic training certification, and that entry-level education would only be available at the Masters level. In September 2015, they provided the time-line for this phase out. Nationally, no students may be admitted to undergraduate Athletic Training programs after July 20, 2022.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Will faculty or staff structures be impacted by the proposed change?

WSU encourages programs to meet the accreditation standards of professional agencies; this is important to ensure academic quality and the ability of students to obtain certifications needed in their field. Students will still be able to pursue Athletic Training at the master's level and can complete a complementary degree at the undergraduate level in Athletic Therapy.

No notable loss of student enrollment is anticipated at WSU or in the Athletic Training & Nutrition (ATN) department since students interested in athletic training will most likely still attend WSU and major in the BS Athletic Therapy program with the intention of applying to WSU's MS Athletic Training program (or another nationally accredited MSAT program). As of the drafting of this report (October 2015), WSU has the only accredited professional (entry-level) MSAT program in the state of Utah, is one of only six in the region (other professional MSAT programs exist at the University of Montana, Montana State University – Billings, North Dakota State University, University of Nebraska – Omaha, and Pacific University in Oregon), and is one of only 40 accredited MSAT programs Nationally (as compared to over 300 accredited BSAT programs).

The BSAT program requires 55 credits of AT-prefix courses, 25 credit of which are also taken by students completing in the BS in Athletic Therapy. In addition, the BS Athletic Therapy program is exploring the addition of new courses that will better serve the needs of these pre-professional students. Initial credit-hour analyses indicate that the remaining BS Athletic Therapy and Master of Science in Athletic Training (MSAT) program course offerings will be enough to sustain the current 5 full-time, tenure-track faculty at a full-time load.

Regarding administrative structure, the CAATE requires that there be a designated BSAT Program Director, who receives 3 credits of administrative release per semester. This individual will remain at the University teaching in the BS Athletic Therapy and MSAT programs, but will no longer receive release for Program Director responsibilities. The CAATE also requires a designated Coordinator of Clinical Education, who receives 3 credits of administrative release per semester. This individual is currently shared across both the BSAT and MSAT programs at WSU; therefore, this individual will retain the administrative position and release for his role in the MSAT program. There are no other anticipated changes in faculty or staff.

Suspension, Discontinuance, or Reinstatements ONLY

If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.

If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

The Department has planned to accommodate students declared in this major plenty of time to finish before the 2022 deadline. The program has a competitive secondary admissions process that requires completion of general education and prerequisite courses prior to admittance. The Athletic Training portion of the program, therefore, is a 2-year major program. No more students will be admitted into the program through the secondary admissions process after Spring 2018.

Students in the Athletic Training BS must graduate by Spring 2022. After Spring 2022 students will have to complete a substitute degree.

If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There will be no cost associated with this program elimination; rather the elimination of the BSAT Program will save University funds. The CAATE annual fee for the BSAT Program is \$3000-3500 per year, and the self-study fee is an additional \$5000; these costs will be eliminated once the program is discontinued. There are no anticipated impacts on other programs or units within the institution.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University

Program Title: *Current* Health Promotion BS from the *Proposed (if applicable)*

Sponsoring School, College, or Division: Dumke College of Health Prof

Sponsoring Academic Department(s) or Unit(s): Health Administrative Services

Classification of Instruction Program Code¹: 51.2207 6 - Digit CIP

Min/Max Credit Hours for Full Program Required: 120 / 120 Min Cr Hr / Max Cr Hr

Proposed Effective Term for Program Change²: Fall 2016

Institutional Board of Trustees' Approval Date: 05/03/2016

Program Change Type (check all that apply):

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Consolidation
<input type="checkbox"/>	Program Restructure
<input checked="" type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out-of-Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____ Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to transfer Health Promotion BS from the Dumke College of Health Professions to be housed entirely in the Moyes College of Education effective Fall 2016. This action was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

This program was designed as a "dual" degree offered by both the College of Education's Health Promotion and Human Performance (HPHP) department and the College of Health Profession's Health Administrative Services (HAS) department (as an emphasis in the Health Administrative Services BS degree). Students currently may declare this major in either department, but the degree requirements are identical.

The dual department offering of this degree is often confusing for students, advisement is challenging, and the coordination of responsibility for program review and assessment activities has been challenging. Therefore, the HAS department proposes to eliminate the emphasis option in Health Promotion and allow the department of Health Promotion and Human Performance to be the only department offering this degree. The HPHP department is supportive of this.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Will faculty or staff structures be impacted by the proposed change?

Consolidating the Health Promotion majors under one department will reduce confusion for students, admissions and advisement staff, and program review and assessment managers. There will be no impact to the institution as the major will still be an option for students.

Data from last spring revealed that over 85% of the declared Health Promotion majors on campus were declared in the HPHP department with the remaining 15% declared in the HAS department. This may therefore reduce some declared majors in the HAS department. The HAS department is experiencing growth in other emphasis areas, however, and the Health Promotion major will still use the same number of HAS courses; therefore, there will be no need to reduce faculty resources.

The HPHP department should see an increase of about 15% in majors in the Health Promotion degree. These students can be accommodated by current HPHP faculty and staff resources.

Suspension, Discontinuance, or Reinstatements **ONLY**

If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.

If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

There is no budgetary impact anticipated because there will be no change in the type and number of courses taught for the major. The current staff in the HPHP department can accommodate a 15% increase in Health Promotion majors.

Utah System of Higher Education
Changes to Existing Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University

Program Title: *Current* Human Performance Management *Proposed (if applicable)* Exercise and Sport Science

Sponsoring School, College, or Division: College of Education

Sponsoring Academic Department(s) or Unit(s): Health Promotion & Human Performance

Classification of Instruction Program Code¹: 31.0501 31.0505

Min/Max Credit Hours for Full Program Required: 120 / 120 120 / 120

Proposed Effective Term for Program Change²: Fall 2016

Institutional Board of Trustees' Approval Date: 05/03/2016

Program Change Type (check all that apply):

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Consolidation
<input checked="" type="checkbox"/>	Program Restructure
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out-of-Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____ Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Program Change Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to change name from Human Performance Management to Exercise and Sport Science and restructure Exercise and Sport Science effective Fall 2016. This action was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Change Description/Rationale

Present a brief program change description. Describe the institutional procedures used to arrive at a decision for the change. Briefly indicate why such a change should be initiated. State how the institution and the USHE benefit by the change.

The current Human Performance Management (HPM) major was created in 2002 to integrate multiple disciplines within the Health Promotion and Human Performance Department in preparing undergraduate students to develop, implement, and manage fitness, nutrition, recreation, and sport programs for diverse populations. While the HPM Program Reviews done in 2004, 2009, and 2014 designated it as a strong program with a few issues that needed to be addressed, reviewers consistently recommended splitting the program into two separate programs: recreation and exercise science.

The 2009 HPM Program Review advised that Sport and Recreation Services should increase course offerings to allow greater course and schedule flexibility. Under "Challenges," the 2014 Program Review stated that Weber State University HPM needed to address the outdoor recreation faculty shortages and work towards developing a Bachelor of Science in recreation. Weber State University is following those recommendations with a new program proposal for Outdoor and Community Recreation supported by an increase in faculty. The new program proposal received CAO approval on March 31st and should be on the Regents' agenda on May 19th.

This proposal is to restructure the remaining Human Performance Management program and rename it Exercise and Sport Science. The restructure includes adding a new Emphasis in Exercise Science, a proposal for which accompanies this proposal, in addition to changing the Wellness Emphasis and renaming it Fitness Professional Emphasis. The HPM Wellness Emphasis will maintain the same courses but regroup core and emphasis courses. Four core courses that were shared by Wellness and Sport and Recreation (i.e., professional sales, health, and cooperative work internships) will be in the Fitness Professional Emphasis, and five Wellness Emphasis courses (i.e., exercise prescription, structural kinesiology, biomechanics, and exercise physiology) will become core Exercise and Sport Science (ESS) courses.

Changing the name from Human Performance Management to Exercise and Sport Science better reflects the content of the curriculum being taught and is in concert with the title of similar programs of study nationally. The Exercise and Sport Science title will reflect the Standards and Guidelines to Accreditation of Educational Program in Exercise Science through CAAHEP. Currently, Weber State University is not listed as one of the 464 schools in the nation that offer a Kinesiology and Exercise Science major because of the HPM name being used. Changing the name of the program to Exercise and Sport Science will make the selection of a major more transparent for potential students in the region and assist graduates in job application by using a more globally-recognized degree name. This proposal also requests approval of a name change from Wellness Emphasis to Fitness Professional Emphasis because the latter is more appropriate to the curriculum being taught and competencies developed.

Consistency with Institutional Mission/Institutional Impact

Explain how the action is consistent with the institution's Regent-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Will faculty or staff structures be impacted by the proposed change?

Offering a baccalaureate degree in Exercise and Sport Science (ESS) is consistent with meeting Weber State University's mission by providing educational experience in a science whose primary application is to benefit human health, exercise, or

sport performance. This program name change and restructure should have no impact on other USHE institutions since the degree program has been in existence for 14 years. Adopting the Exercise and Sport Science name is consistent with the names of similar programs offered at Southern Utah University, University of Utah, Utah State University, and Utah Valley University, and may enhance course articulations across institutions by using a similar course prefix. This change does not create any new courses or remove courses from affiliated departments or programs. The proposed Exercise and Sport Science - Fitness Professional emphasis comprises the same courses as the HPM - Wellness emphasis so institutional faculty and staff structures will not be impacted.

Suspension, Discontinuance, or Reinstatements ONLY

If suspending a program, indicate the statewide impact of this change. Explain the reason for suspension and the anticipated length of time for the suspension.

If discontinuing the program, indicate the statewide impact of this change. Explain how currently admitted students may complete the program within a reasonable period of time compatible with accreditation standards either through either (1) enrollment of students at other institutions of higher education; or (2) courses being taught for a maximum of two years after discontinuation of the program or until no admitted students remain who are entitled to complete the program, whichever comes first.

If reinstating a program, indicate the statewide impact of this change. Explain the reason for reestablishing the program and explain any changes being made to original program.

Finances

What costs or savings are anticipated from this change? If new funds are required to implement the change, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

No costs or savings are anticipated from changing the name of the program from Human Performance Management to Exercise and Sport Science or regrouping core and emphasis courses.

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Weber State University
 Proposed Program Title: Exercise Science
 Sponsoring School, College, or Division: College of Education
 Sponsoring Academic Department(s) or Unit(s): Health Promotion and Human Performance
 Classification of Instructional Program Code¹ : 31.0505
 Min/Max Credit Hours Required of Full Program: 120 / 120
 Proposed Beginning Term²: Fall 2016
 Institutional Board of Trustees' Approval Date: 05/03/2016

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	NEW Emphasis for Regent-Approved Program				
	<i>Credit Hours for NEW Emphasis Only:</i>	120	/	120	
	<i>Current Major CIP:</i>	31.0501 (changing to 31.0505)			
	<i>Current Program Title:</i>	Human Performance Management (being renamed Exercise			
	<i>Current Program BOR Approval Date:</i>	05/02/2002			
<input type="checkbox"/>	Out of Service Area Delivery Program				

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner

Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education
Program Description - Abbreviated Template

Section I: The Request

Weber State University requests approval to offer the following Emphasis: Exercise Science effective Fall 2016. This program was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

This request for a new Exercise Science Emphasis is in conjunction with the request to restructure the Human Performance Management (HPM) program and rename it Exercise and Sport Science (ESS). Exercise science programs prepare graduates to work in diverse careers in corporate and agency fitness, health clubs, personal training, and private consulting. While the Fitness Professional Emphasis of the Exercise and Sport Science program is designed to give students an exercise science knowledge base and develop skills and competencies associated with their specialized area of interest for direct career application, many students seek to specialize through post-baccalaureate experiences, such as professional schools or graduate schools. This Exercise Science Emphasis is an option for these students who plan on attending a professional or graduate program after their baccalaureate degree.

The Exercise Science Emphasis utilizes the same ESS core courses, including anatomy/physiology, biomechanics, kinesiology, exercise physiology, nutrition, exercise testing for normal and special populations, exercise prescription for normal and special populations, first aid, and exercise leadership, and allows greater flexibility than the Fitness Professional Emphasis in selecting science courses to deepen knowledge for graduate school. The 24 credit hours of required electives include Athletic Training, Nutrition, and Professional Physical Education courses, along with courses in Chemistry, Microbiology, Physics, Psychology, and Zoology. Students completing the ESS Exercise Science Emphasis could be prepared to go on to a graduate program in ESS, chiropractic, dentistry, dietetics, medicine, osteopathic medicine, occupational therapy, physical therapy, physician assistant, or other allied health field. Most of the graduate and professional schools mentioned require completion of specific courses but not a specific major. The basic and applied sciences in the ESS core provide a strong base, and the flexibility of required electives in the proposed Exercise Science Emphasis offers students additional options for completing prerequisites for graduate school.

Given that exercise science faculty write several letters of recommendation annually for HPM students applying to graduate schools in ESS, occupational therapy, physician assistant, physical therapy, speech pathology, and medicine already, there is evidence of student interest in this program for professional school preparation. Numerous former HPM students are practicing medical doctors, occupational therapists, physical therapists, and physician assistants.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

As described earlier, this Exercise Science Emphasis is not directed toward a particular occupation upon graduation but rather preparation for a professional graduate program. It is difficult to ascertain the labor market demand for students in this emphasis because of the uncertainty where graduate school will lead them. Housch, Housch, and Johnson have written in Introduction to Exercise Science, 4th ed. (2012) that there has been a dramatic increase in exercise science programs in colleges and universities due in part to the diversity of career opportunities available to graduates. Students often major in exercise science because the rigorous scientific course work prepares them for future careers and serves as the foundation for

attending professional schools in medicine, physical therapy, chiropractic, occupational therapy, dentistry, and other allied health fields (p. 11). According to the Bureau of Labor Statistics, all of the health care occupations mentioned in the previous program description project employment growth above the 7% average expected for all occupations from 2014-2024. The Occupational Employment Statistics indicate that Utah has a higher share of employment than the national average for dentists, dietitians, general practitioner physicians, and exercise physiologists, with the exercise physiologist having the highest location quotient of 1.37 (1.0 = average).

Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/.

Offering a baccalaureate degree in Exercise and Sport Science (ESS) with an Exercise Science Emphasis is consistent with meeting Weber State University's mission by providing educational experience in a science whose primary application is to benefit human health, exercise, or sport performance. The Health Promotion and Human Performance (HPHP) Department provides students excellent educational programs through extensive personal contact in the classroom and in the Human Performance Laboratory. Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning. This proposal for a new emphasis in a program that has been in existence for 14 years should have no impact on other USHE institutions. The curriculum falls within the service area designated to Weber State University by higher education policies R312-4.2.1.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

This added emphasis will not incur any additional costs or savings. The courses are already being taught, and there are no new courses being proposed in the College of Education or any other program or unit within the institution. While there is student demand, it is highly unlikely that the addition of a new Exercise Science Emphasis will attract sufficiently large numbers of students to require any institutional program to hire new faculty.

Section III: Curriculum

Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			40
Required Courses			
AT 2300		Emergency Response	3
ESS 2200		Exploring Exercise Science Professions	2
ESS 2300		Fitness Assessment and Exercise Prescription	3
ESS 3450		Structural Kinesiology	3
ESS 3500		Biomechanics	3
ESS 3510		Exercise Physiology	3
ESS 3600		Measurement and Statistics in Exercise Science	3
ESS 4370		Clinical Exercise Physiology	3
ESS 4990		Senior Seminar	1
Add Another Required Course			
Required Course Credit Hour Sub-Total			24
Elective Courses			
Add Another Elective Course			
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			64

<i>Are students required to choose an emphasis for the already-existing degree? <input type="checkbox"/> Yes or <input type="checkbox"/> No</i>

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Exercise Science	
		College (HHPH and ATN) Electives	12
AT 2430		Prevention and Treatment of Athletic Injuries (3)	
NUTR 2320		Food Values, Diet Design and Health (3)	
NUTR 3020 or 44		Sport Nutrition (3) or Nutrition for Fitness (3)	
NUTR 4320		Current Issues in Nutrition (2)	
PEP 3100		Principles of Motor Learning & Motor Development (3)	
PEP 3280		Teaching Strength and Conditioning (3)	
PEP 3400		Sport Psychology for Coaches (3)	
PEP 4800		Individual Projects (1-2)	
		Professional Development Electives	12
CHEM 1110/1111		Elementary Chemistry I, II (5, 5)	
CHEM 1210/1211		Principles of Chemistry I, II (5, 5)	
MICR 2054		Principles of Microbiology with lab (4)	
MICR 3203		Immune System in Health & Disease (3)	
PHYS 2010/2020		College Physics I, II (5,5)	
PSY 3010		Abnormal Psychology (3)	
ZOOL 1110		Principles of Zoology I (4)	
ZOOL 3200		Cell Biology (4)	
ZOOL 3300		Genetics	
		Required Support Courses	
HTHS 1110		Integrated Anatomy & Physiology I or ZOOL 2010 Anatomy	4
HTHS 1111		Integrated Anatomy & Physiology II or ZOOL 2020 Physiology	4
MATH 1050		College Algebra or higher level math	4
NUTR 1020		Science and Application of Human Nutrition	3
		Electives (to complete prerequisites for graduate school)	17
Add Another Emphasis Course			
Emphasis Credit Hour Sub-Total			56
Total Number of Credits to Complete Program			120

Propose a NEW Emphasis to an existing Regent approved program

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information, as needed.

The Exercise and Sport Science (ESS) Program Required Core entails 24 credit hours and must be accompanied by the required and support courses in either the Fitness Professional Emphasis or Exercise Science Emphasis. Both the Fitness Professional and Exercise Science Emphases require 39 credit hours for a total of 63 credit hours for the ESS Program. The Exercise Science Emphasis has 24 credits from College and Professional Development areas and 15 credits from required support courses. Students must take at least 12 of the 24 required electives from the College of Education (AT, NUTR, PEP) courses and the remaining from elective courses listed in Professional Development. A total of 120 credit hours is required for graduation with a Bachelor of Science in Exercise and Sport Science. Individual Projects (PEP 4800) may be taken as 1-2 credit hours for undergraduate research projects.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

Freshman (Semester 1)

ENGL 1010, Introduction to Writing 3
American Institution (Rec: POLS 1100, American National Government) 3
HUM COMM 3
HLTH SS 1030, Healthy Lifestyles 3
Computer & Information Literacy Parts A, B & C (Rec: NTM 1700) 3
Total Semester Credits 15

Freshman (Semester 2)

PS (Chemistry or Physics, Grad School Pre-Req) 5
ENGL 2010, Intermediate College Writing 3
Computer & Information Literacy part D (Rec: LIBS 1704) 1
Creative Art (Rec: ART 1030, Art for the Non-Art Major) 3
NUTR LS 1020 Science & Application of Human Nutrition 3
Total Semester Credits 15

Sophomore (Semester 3)

NUTR 2320 , Food Values, Diet Design & Health 3
HTHS LS 1110 Integrated Human Anatomy & Physiology I or ZOOLOGY 2010 4
SS (Rec: PSY 1010 Introductory Psychology) 3
HU/DV or CA/DV (Rec: DANC DV 1010, Introduction to Dance) 3
ESS 2200, Exploring Exercise Science Professions 2
Total Semester Credits 15

Sophomore (Semester 4)

MATH QL 1050 College Algebra or MATH QL 1080 Pre-Calculus 4 or 5
ESS 2300 Fitness Assessment/Exercise Prescription 3
ESS Required Elective (College option: HPHP or ATN) 3
HTHS 1111 Integrated Human Anatomy & Physiology II or ZOOLOGY 2020 4
ELECTIVE for degree credit hour requirement (if MATH 1050) 1
Total Semester Credits 15

Junior (Semester 5)

AT 2300, Emergency Response 3
ESS 3450 Structural Kinesiology 3
ESS Required Elective (College option: HPHP or ATN) 3
ESS Required Elective (ANY: College or Professional) 3
ELECTIVE for BS credit hour requirement 3
Total Semester Credits 15

Junior (Semester 6)

ESS 3510 Exercise Physiology 3
ESS Required Elective (College option: HPHP or ATN) 3

ESS Required Elective (ANY: College or Professional) 3
ELECTIVE for BS credit hour requirement 3
ELECTIVE for BS credit hour requirement 3
Total Semester Credits 15

Senior (Semester 7)
ESS 3500 Biomechanics 3
ESS 3600 Measurement and Statistics in Exercise Science 3
ESS Required Elective (College option: HPHP or ATN) 3
ESS Required Elective (ANY: College or Professional) 3
ELECTIVE for BS credit hour requirement 3
Total Semester Credits 15

Senior (Semester 8)
ESS 4370 Clinical Exercise Physiology 3
ESS 4990 Senior Seminar 1
ESS Required Elective (ANY: College or Professional) 3
ELECTIVE for BS credit hour requirement 2
ELECTIVE for BS credit hour requirement 3
ELECTIVE for BS credit hour requirement 3
Total Semester Credits 15

Total Upper Division (3000 & 4000 level) minimum 40
Total Bachelor Degree Credits - minimum 120

Associate of Science with a Mathematics Pre-Major

New Program Proposal

Degree Type: Associate of Science

Type: Pre-Major

WSU New Program Proposal

Complete Program Description	An Associate of Science with a Mathematics Pre-major degree will indicate that the recipient has completed all WSU AS degree requirements plus calculus and other math courses that create the foundation for further studies in mathematics.
Purpose of Degree	One purpose of this degree is to give students an option of completing a degree before finishing the bachelor's degree. This allows them to have this milestone recognized. Rather than completing an Associate of Science in general studies, this degree is tailored toward those students interested in further studies in mathematics. If students finish an AS degree with no math, they are really behind in any math program they may want. This degree will help avoid those problems. It will also help students who transfer within the state system, as they will have their general education completed and have a head start on a mathematics major.
Institutional Readiness	All administrative structures and courses for this degree are in place. The Physics Department is supportive of and can accommodate enrollment in the required physics support course.
Admission Requirements	Admission requirements for this degree will be the same as for a bachelor's degree, i.e., admission to the institution and adequate prerequisites for the courses.
Student Advisement	All students signing up for a mathematics program are assigned an advisor. These students will be advised in the same manner as math majors. Many students wanting this degree will have also declared a math major.

Projected Enrollment:

The headcount reflects the number of math majors (including teaching) completing the first two years of the program. The faculty teach support courses for other majors in addition to math majors.

Year 1	Student Headcount 90	# of Faculty 14
Year 2	Student Headcount 95	# of Faculty 14
Year 3	Student Headcount 100	# of Faculty 15
Year 4	Student Headcount 105	# of Faculty 15
Year 5	Student Headcount 110	# of Faculty 15

NEED

Program Need	<p>Offering students the option of completing this associate's degree allows students to have a degree to mark a milestone, and it is particularly important if for some reason a student needs to stop out before they receive a bachelor's degree.</p> <p>This degree option is also very important for advising, so students interested in getting an AS before they get a BS will not get behind in mathematics courses. They can then graduate on time.</p> <p>This degree will also help students if they transfer within the state system of higher education in Utah, as they will have general education completed and will have a head start on a bachelor's degree in mathematics.</p>
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Labor Market Demand	Almost all students who get this degree will continue on to complete a bachelor's degree. Those who don't will more than likely already be working, and this degree can help them get a bump in salary, or help them keep their job. If a student applies for a job with only this degree, it will be the same advantage as if they had a general associate's degree; they will also have an increased advantage for any position that requires math skills.
Student Demand	<p>Students ask for this degree every year.</p> <p>Every year we have students who were advised to get an AS first who complete a general studies AS and then become math majors; when this happens, they are way behind and not able to complete their BS in four years.</p>
Similar Programs	UVU has a similar AS degree. So does SLCC, Snow College, and USU Eastern. Other schools around the country have them as well (Western Wyoming Community College, many others). There is no cost to add this program, and it gives students more options at WSU.
Collaboration with and Impact on Other USHE Institutions	The coursework for the Math Pre-major is readily transferable to other USHE Institutions.
Benefits	WSU benefits as stated above. Other USHE institutions can benefit when students of ours transfer to another school, as their general education will be completed and they will have a head start on a mathematics major.
Consistency with Institutional Mission	This program fits in with WSU's dual role as an undergraduate/graduate institution and a junior college. This program is very common in junior colleges.

PROGRAM AND STUDENT ASSESSMENT

Expected Levels of Achievement/ Program Outcomes	A grade of "C" or better in courses required for this major (a grade of "C-" is not acceptable) in addition to an overall 2.0 GPA and a 2.0 GPA in mathematics classes numbered 1210 or above.
Program Assessment	<p>Goal: Grant at least 10 AS degrees per year in mathematics.</p> <p>Assessment: Check graduation lists.</p> <p>Goal: Have no students get AS degree who want to major in mathematics and who have not started their mathematics courses.</p> <p>Assessment: Check student advising when they sign up for a math major.</p>
Expected Standards of Performance	The standards will be successful completion of coursework at the grade of "C" or better. This was chosen based on the requirements for a BS degree in mathematics, and the particular courses were chosen based on what is being done at other schools.

Student learning assessment will be based on grades and assessment procedures already in place for these courses.

PROGRAM CURRICULUM

Math courses required:

MATH 1210 Calculus I (4 credit hours)

MATH 1220 Calculus II (4)

MATH 2210 Calculus III (4)

MATH 2270 Elementary Linear Algebra (3) One course chosen from

- MATH 2280 Ordinary Differential Equations (3)
- Any upper division MATH course (MATH 3XXX or MATH 4XXX)

Total MATH course credit hours: 18

Support Course:

PHYS 2210 PS - Physics for Scientists and Engineers I (5)

Support course credit hours: 5

Balance of General Education:

English Composition (3) (Most will also need the prerequisite of ENGL 1010, 3 cr. Hrs.)

Quantitative Literacy: This will be fulfilled by completing Math 1210, Calculus I (Math 1210 has a prerequisite of Math 1050 or Math 1080)

Creative Arts/Humanities (9)

Social Science (6)

American Institutions (3-6)

Computer and Information Literacy (2-5)

Life/Physical Science (4-6)

Diversity (it is recommended that students take a DV designated general education class to complete this requirement)

Total Balance of General Education credit hours: 27 – 41

Electives: 0-10 credit hours (total must be at least 60)

Total credit hours required: 60

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including the BIS Program.

There are no AS programs on campus similar to this, and no programs, other than possibly a physics major, require this much mathematics.

Almost all math majors take Physics 2210, so requiring this support course will have minimal impact on course enrollments. The Physics Department is supportive of requiring this support course.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Weber State University
Proposed Program Title: Nutrition Education
Sponsoring School, College, or Division: Moyes College of Education
Sponsoring Academic Department(s) or Unit(s): Athletic Training and Nutrition
Classification of Instructional Program Code¹ : 190501
Min/Max Credit Hours Required to Earn Degree: 120 / 120
Proposed Beginning Term²: Fall 2016
Institutional Board of Trustees' Approval Date: 05/03/2016

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Professional Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Professional Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Madonne Miner _____ Date: May 3, 2016

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Nutrition Education effective Fall 2016. This program was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Nutrition Education program of study has the dual purposes of preparing students for graduate study in nutrition or a closely related field or for employment in an integrative nutrition field. The Sports Nutrition Educator graduate will have demonstrated competence and knowledge in diet analysis and design, sports and fitness nutrition, diet therapy, lifespan nutrition, advanced nutrition principles, research, and related exercise science topics with cultural application and sensitivity for individuals and athletes. Information is provided for graduate Registered Dietitian Nutritionist (RDN) program prerequisites or graduate study in Athletic Training at WSU. Integrative nutrition includes nutrition as it intersects with other related fields to support health and well-being of individuals and groups. The Integrative Nutrition Educator graduate will have demonstrated competence and knowledge in diet analysis and design, fitness nutrition, lifespan nutrition, sustainable cooking, and related exercise science, health, child and family studies, botany, physical education, recreation, and/or psychology topics with cultural application and sensitivity.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The Nutrition Education major proposal is consistent with WSU's mission, roles, and goals. The curriculum is focused on learning through personalized experiences and shared inquiry, includes community engagement components, seeks to provide access and opportunity, promotes successful timely graduation, and includes multicultural content in line with the institution's mission for respect for people and ideas and nurturing the potential within every individual.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

By approving this major, students will have an opportunity to pursue a Bachelor of Science degree in Nutrition Education at WSU. This will meet student demand for a nutrition major and also be a good option for students completing a bachelor's degree prior to entering the Athletic Training master's program. With the movement of the Commission on Accreditation of Athletic Training Education (CAATE) to require Athletic Training certification at the master's degree level and thus the phase out of the ATN department's Bachelor's of Science in Athletic Training, WSU can use the sports nutrition track of the nutrition major to attract students to WSU for the bachelor's degree and possibly retain them for the Master's degree in Athletic Training. Through advisement, students will be notified of the ATN Department's undergraduate Athletic Therapy bachelor's degree option, although it has limited nutrition course offerings for students wishing to focus on nutrition.

The integrative nutrition track will appeal to a wide variety of students while the sports nutrition track will help those

students interested in graduate school and/or becoming an RDN and eventually CSSD.

WSU will retain students interested in integrating nutrition with other related fields and attract students to WSU for a unique undergraduate degree in Nutrition Education. WSU Nutrition Education graduates will be poised for further graduate study at WSU (such as in Athletic Training) or other USHE institutions (University of Utah, Utah State University, and Southern Utah University).

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Nutrition Education major program prepares students for non-Registered Dietitian Nutritionist (RDN) job outcomes such as: nutrition educator for the community, non-profit organizations, and in culinary arts; long term care or skilled nursing facility diet aide; government programs like Women Infants and Children (WIC) nutritionist, national school lunch program (NSLP), supplemental nutrition assistance program (SNAP, formerly food stamps) and others; school food service director; dietary supervisor, health food store management, medical/aesthetic/pharmaceutical/food manufacturer company sales representative; quality control supervisor in food processing; nutritional professional website developer; food-related company brand ambassador; nutrition journalist; social media writer; Peace Corps worker; nutrition and/or wellness coach; restaurant consultant for food labeling/menu analysis, consumer advocate; public health official; food buyer; food distributor; food and drug inspector; food technologist; information specialist; chef; food bank; anti-poverty organizations; community garden and food security associations; trade groups for commodities; health advocacy organizations (preventing heart disease, cancer, diabetes, osteoporosis, etc); and others.

Private and Non-Profit organizations that employ individuals with nutrition degrees include: research laboratories, athletic and health clubs, sports teams, food distributors, grocers, manufacturers, service companies and associations, public relations, marketing and consulting firms, medical and wellness centers, hospitals and clinics, school systems, private practice, colleges and universities, pharmaceutical and sales companies, publishers, day care centers, summer camps, government entities (army, navy, air force, NASA, Peace Corps, VISTA, WIC, Head Start, USDA, etc.); and others.

Further, the Nutrition Education major program prepares students for graduate school to pursue advanced degrees requiring the completion of post graduate programs of several (2-5) years in areas such as Registered Dietitian Nutritionist (RDN), Athletic Trainer (AT), Physician Assistant (PA), Doctor of Pharmacy (PharmD), Medical Doctor (MD), Doctor Osteopathic Medicine (DO), Doctor of Dentistry (DDS), Professor or Nutrition Scientists (PhD), and others.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Students routinely ask why WSU does not have a nutrition major. The nutrition faculty members and the academic advisors have referred students to other majors with nutrition content included. With the recent redesign of the Human Performance Management major the students interested in an integrated bachelor's degree with nutrition content will not have a relevant major at WSU. The nutrition program recently conducted an anonymous survey of

all students enrolled in courses in Athletic Training and Nutrition courses during the spring of 2016 to determine student interest in the nutrition education proposed major. The quantitative and qualitative results are summarized here.

There were 236 survey respondents. The results of the survey indicated strong student interest in the proposed major. There was equal interest in each of the proposed emphasis areas: Sports Nutrition and Integrated Nutrition. Questions 1-7 provided quantitative data. Question 1 asked, "How likely are you to select nutrition as your major if that major existed at WSU?" The results showed that **51** students reported very likely and **47** students reported somewhat likely. Question 2 asked, "How likely is someone you know to select nutrition as their major if that major existed at WSU?" The results showed that **54** students reported very likely and **61** students reported somewhat likely. The combination of these two responses indicate strong interest and support for the major. Questions 3 and 4 asked about what students wanted and expected out of a Nutrition major at WSU. The majority of responses indicated Sports Nutrition and Integrative Nutrition with interests also in culinary arts, lifespan nutrition, and graduate school preparation in a health science related field. In questions 5-7, students were asked about how they perceived the major would prepare them for graduate school, for non-registered dietitian nutritionist (RDN) jobs, and for private and nonprofit sector employment by disclosing detailed information about each of these areas within the question text. There was overwhelming positive feedback about student confidence in being prepared in these areas (97.33%, 95.48%, and 96.8%, respectively). Questions 8-10 asked students to comment on what they like about or if they had suggestions for the proposed major courses and tracks, and gave them an opportunity to ask questions about the proposed major.

The qualitative data from questions 8-10 support the quantitative data from questions 1-7. Selective student responses are shown below, and the full survey report is available upon request.

Question 8 selective responses:

1. I love that this may be an option. I was going to switch schools to pursue a career in one of these fields. If Weber had this option, I would not have to move schools.
2. I really like them! I feel like sports nutrition would be awesome!! That is for sure what I'd want to major in if it were available at Weber State.
3. Looks great! What a plethora of awesome information that is so very important today with several national and international health epidemics associated with nutrition and healthy lifestyles or the lack thereof. For example, diabetes, obesity, heart disease, etc. If this degree could be offered online, even better. I would personally switch my major to it right now!
4. Many classes interest me and I have already done [some of them]. I would love to see a major like this come out and come out very soon!
5. Seems very well thought out to be able to continue into a grad program or pursue a RD.

Question 9 selective responses

1. Create a track that is available 100% online!
2. I think we should make them both available at Weber State.
3. Offer all nutrition classes in class as well as online
4. They look fabulous, I wish that a nutrition major was offered years ago.
5. Provide a couple of credit hours worth of interning.

Question 10 selective responses:

1. Are there scholarships for this major? When is this major available?
2. How long will the program take to complete?
3. If this nutrition major is accepted, when would it be available?
4. Is this only going to be an undergraduate program?

5. What percent of the major courses are available online?

The combination of years of student inquiry, the survey results, and the in person and email inquiries about the potential for the new major after the survey was administered suggest that there is strong student interest and demand sufficient to support the potential program enrollment and augment the already successful nutrition minor enrollment. Many nutrition courses are already offered online, and more can be offered online to meet demand.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There are no similar Nutrition Education Bachelor of Science degrees with emphasis in Integrative Nutrition or Sports Nutrition offered in the state or inter-mountain region. The University of Utah offers a Nutrition minor at the undergraduate level and a Master's of Science in Nutrition (Nutrition Science or Coordinated Master's program which prepares students to be RDN eligible). Utah State University offers a Bachelor of Science degree in Nutrition, Dietetics, and Food Science (in the College of Agriculture and Applied Sciences) that allows graduates to be RDN eligible. Southern Utah University offers a Bachelor of Science degree in Human Nutrition or Pre-Dietetics (in the College of Science and Engineering) but without the sports nutrition emphasis. No institution in Utah offers Integrative or Sports Nutrition.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

There are no similar Nutrition Education Bachelor of Science degrees with emphasis in Integrative Nutrition or Sports Nutrition offered in the USHE system. The Nutrition faculty have not had discussions with other USHE institutions because this is a unique Nutrition Education major program that should not adversely impact other USHE institutions. WSU is proposing a non-RDN degree specifically to not duplicate the undergraduate program at Utah State University. As a positive benefit, it is expected that WSU will provide qualified students through the Sports Nutrition track for the Master of Science, RDN program at the University of Utah, or either track could lead students to pursue master's or doctorate degrees from Utah State University.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the development of the proposed program. No special professional accreditation will be sought for this program since WSU is proposing a non-RDN degree as to not duplicate the undergraduate program at Utah State University.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

A total of 120 credit hours is required for graduation, with a total of 60 credit hours in the major. This includes 11-12 credit hours of required support courses, most of which may be used to fulfill general education requirements. A total of 40 upper division credit hours is required for graduation with 35 or 41 upper division hours possible within the required courses for the major emphasis options. A GPA of 2.75 or higher is required in all courses required for this major.

Admission Requirements

List admission requirements specific to the proposed program.

Admission Requirements: Make application with the ATN Department and declare the program of study.

Program Prerequisites: Not required.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Nutrition courses have existed for over 20 years to support a Nutrition Education minor, BIS emphasis, or fulfill multiple course electives in the previous Human Performance Management (HPM) major. In addition, because of already implemented changes in department structure to provide sufficient staff and advisor resources specific to athletic training and nutrition, the nutrition program is set to be able to effectively deliver undergraduate upper and lower division courses required for this proposed major and meet the Nutrition Education minor and BIS emphasis demands. No new organizational structures are needed. There will be no impact on the delivery of existing curriculum. The major courses will integrate seamlessly with the minor and BIS emphasis courses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

There is no current need for additional nutrition faculty members. The program does not foresee a need for additional faculty members in the next five years either. The nutrition program has four full-time faculty members, all with PhDs in nutrition; three are tenured full professors and one is a tenure-track assistant professor. Because of the diversity of interests and expertise of the current nutrition faculty members, the nutrition faculty are prepared and able to expand from a minor and BIS emphasis to a major. Only two new courses (advanced nutrition and

senior seminar) totaling 4 credit hours are proposed for the nutrition major. Nutrition courses will continue to be offered as they have been with some seats being taken by nutrition education majors rather than the previous human performance management majors. Some students pursuing a nutrition minor may change to pursue a nutrition major instead. Course offerings may be aligned by fall, spring, and summer offerings if sections fill and additional sections are needed over time.

The nutrition program consistently mentors and uses eight adjunct instructors who are highly credentialed. The adjunct instructors primarily teach the 1000 and at times 2000 level courses. There is one adjunct instructor with a PhD in nutritional sciences. Five adjunct instructor are MS, RDN. One of these adjunct instructors is MS, RDN, CSSD and is employed by WSU athletics. Another is a lactation education specialist. Two adjunct instructors hold MS degrees without RDN. The current nutrition faculty members are sufficient to support the proposed major.

The integrative nutrition track includes electives in other programs, departments, and colleges across campus. Departments that have been perceived having the greatest enrollment impact were contacted and have indicated support for the nutrition education program proposal (Health Promotion and Human Performance, Child and Family Studies, Botany, and Psychology).

Nutrition Faculty members have opportunities for professional growth and development through a college endowment, department matching travel funds, and program funds. The nutrition program also extends professional development opportunities to adjunct instructors needing to maintain their RDN credentials.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The ATN department currently has an 11-month full-time administrative specialist and a 12-month full-time academic advisor. In addition there is a ½ time lab coordinator. Additionally, with the phase out of the bachelor of athletic training program there will be room for staff to assist with expanding nutrition from a minor and BIS emphasis to a major and retain the minor and BIS emphasis options.

Student Advisement

Describe how students in the proposed program will be advised.

All Nutrition Education students are encouraged to meet the ATN department academic advisor at least twice a year.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Stewart library has provided sufficient support for the nutrition minor and BIS emphasis. The new proposed major does not require increased library support, the institution currently has the necessary library support.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of the Nutrition Education major program are fourfold:

1. Produce graduates who possess the skills, knowledge, and competencies to work successfully in non-RDN job markets as described in the Labor Market Demands section of this proposal.
2. Prepare students for post graduate higher education at the master's level in nutrition or in dietetics to become a Registered Dietitian Nutritionist (RDN) and eventually a Board Certified Specialist in Sports Dietetics (CSSDs) or in a related field.
3. Provide a unique academic experience in nutrition with quality faculty, excellent facilities (foods lab, greenhouse, garden, biochemistry lab), engaging instruction, participation in research and field experiences, and providing the necessary tools to be successful as nutrition educators.
4. Advise students and offer required courses in a sequence and frequently enough to support a timely graduation that meets the institutional goals.

Measures are used in program assessment procedure to determine if goals are met. Performance towards meeting these goals will be assessed as follows:

1. Each required academic course has major content areas and measureable learning outcomes defined. The required course work is tied to the learning outcomes. Outcomes assessment will take place for each course to ensure that the students have acquired the skills, knowledge and competencies to meet the expected levels of achievement of the program.
2. A capstone course, NUTR 4999 senior seminar, will require students to build a program portfolio consisting of projects that showcase the program's expected achievements.
3. The nutrition program faculty and staff will stay connected with program graduates. A survey will be administered at the time of graduation and again two to three years after graduation to determine job placement or post graduate higher education. The survey will include questions on how well students felt prepared for employment and job satisfaction or graduate school, depending on their personal goals.
4. Over time the nutrition program will build an advisory council so job and graduate school placement can be optimal, and feedback can be gained to revise curriculum to better meet labor demands or graduate programs. Employers and graduate school advisors would be likely members of the council.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The core competencies of the Nutrition Education major stem from The Society for Nutrition Education and Behavior (SNEB) and the Academy of Nutrition and Dietetics practice group on Sports, Cardiovascular, and Wellness Nutrition. The core competencies that students will have achieved at the time of graduation extend across eight areas:

1. Analyze and design diets for health, fitness, and/or sport performance
2. Design and deliver exercise programs with nutrition support for optimal performance
3. Communicate effectively on current nutrition education topics
4. Demonstrate dietary and lifestyle cultural competence
5. Optimize healthful behaviors for individuals, families, and communities across the lifespan

6. Integrate nutrition expertise with sports, physical activity, health, and wellness
7. Choose and prepare foods to achieve nutritional adequacy, health, and food system sustainability
8. Assimilate current research and/or engage in undergraduate research

Student learning, understanding, and proficiency will be determined at the course and program levels by both formative and summative assessment measures including:

- Senior seminar capstone portfolio synthesis
- Course evaluations
- Graduation exit surveys
- Course exam, quiz, case study, and project performance using grade scales, rubrics, and answer keys
- Oral and written communication evaluation by instructors and peers using established grading criteria and rubrics
- Directed research and exposure to IRB and CITI requirements

A GPA of 2.75 or higher is required in all courses required for this major. The overall GPA must be 2.00 or better. No more than one "D" is acceptable.

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		INTEGRATIVE NUTRITION	
NUTR 1240		Nutrition and Sustainable Cooking	3
NUTR 2220		Prenatal and Infant Nutrition	2
NUTR 4860		Field Experience	2
Electives		• AT 3080 Statistic and Evidence-Based Practice (3)	21
		• BTNY 2303 Ethnobotany (3)	
		• BTNY 3583 Herbal Medicines (3)	
		• CHF 3150 Consumer Rights and Responsibilities (3)	
		• CHF 4400 The Family in Stress (3)	
		• COMM 3820 Persuasive Communication (3) OR MGMT 3200 Management (3)	
		• HLTH 1110 Stress Management (3)	
		• HLTH 2400 Mind/Body Wellness (3)	
		• HLTH 3400 Substance Abuse Prevention (3)	
		• HLTH 4700 Wellness Coaching (3) (note:HLTH 300 pre-req waived)	
		• MICR 3203 The Immune System in Health & Disease (3)	
		• NUTR 3020 Sports Nutrition (3)	
	×	• NUTR 4440 Advanced Human Nutrition (3)	
		• NUTR 4520 Directed Undergraduate Research (1-6)	
		• PE 1080 Strength Training (1)	
		• PEP 3280 Methods of Teaching Strength and Conditioning (3)	
		• PEP 3290 Methods of Teaching Fitness for Life (3)	
		• PSY 3000 Child Psy (3) OR PSY 3140 Adol. Psy (3) OR PSY 3560 Cognitive Psychology (3)	
		• PSY 3255 Conditioning, Learning, and Behavior Modification (3)	
		• PS 3203 Customer Service Techniques (3) OR PS 3563 Principles of Psychology (3)	
		• REC 3230 Wilderness Nutrition and Backcountry Cooking (4)	
		NOTE: 12 credit hours of major/support courses may also fulfill gen ed	
		Additional prereq/elective credit hours are required to total 120	32

Emphasis Credit Hour Sub-Total	60
Total Number of Credits to Complete Program	120

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		SPORTS NUTRITION	
ESS 3510		Exercise Physiology	3
NUTR 3020		Sports Nutrition	3
NUTR 3220		Foundations in Diet Therapy	2
NUTR 4520		Directed Undergraduate Research	3

Course Number	NEW Course	Course Title	Credit Hours
Electives		• ESS 3450 Structural Kinesiology (3)	18
		• ESS 3500 Biomechanics (3)	
		• ESS 3600 Research Methods and Statistics (3)	
		• ESS 4370 Clinical Exercise Physiology (3)	
		• NUTR 4440 Advanced Human Nutrition (3)	
		• PE 1080 Strength Training (1)	
		• PEP 3280 Methods of Teaching Strength and Conditioning Credits (3)	
		• PEP 3400 (3) OR PSY 3010 (3) OR AT 3200	
		• REC 3230 Wilderness Nutrition and Backcountry Cooking	
		• AT 2430 Prevention and Care of Musculoskeletal Injuries (3)	
		NOTE: 11 credit hours of major/support courses may also fulfill gen ed	
		Additional prereq/elective credit hours are required to total 120	31
Emphasis Credit Hour Sub-Total			60
Total Number of Credits to Complete Program			120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students will be advised to fulfill the 120 credit hour total by taking additional electives to support their desired program outcome.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

NUTRITION EDUCATION: SPORTS NUTRITION EMPHASIS DEGREE MAP

Freshman (Semester 1 - Fall)

ENGL 1010 Intro. College Writing 3

MATH 1010 Intermediate Algebra 4

NUTR 1020 – Science & App of Nutrition (LS) 3

NTM 1700 or 1501, 1502 & 1503

(CIL parts A, B, & C) 3-1.5

Elective (UNIV 1105 Suggested) 3

Total Semester Credits 16-14.5

Freshman (Semester 2 - Spring)

ENGL 2010 Intermediate College Writing 3

MATH QL 4-3

Social Science Course (recommend PSY 1010 or ECON 1010) 3

NUTR 2320 Food Values, Diet Design & Health 3

LIBS 1704 or NTM 1504 (CIL Part D) 1-.5

Total Semester Credits 14-12.5

Sophomore (Semester 3 - Fall)

Creative Arts Course 3

NUTR 2420 Childhood Adolescent Nutrition 2

Social Science & Diversity Course (recommend Soc 1010) 3

HTHS 1110 Integrated A & P I (LS) 4

Elective 3

Total Semester Credits 15

Sophomore (Semester 4 - Spring)

Humanities Course 3

HTHS 1111 Integrated A & P II 4

Humanities/Creative Arts/Diversity Course 3

ESS 2300 Fitness Assessment/Exercise Prescription 3

Program Elective 3

Total Semester Credits 16

Junior (Semester 5 - Fall)

NUTR 3020 Sports Nutrition 3

NUTR 3420 Multicultural Health & Nutrition 3

Physical Science Course 3-5

Elective 3

Total Semester Credits 12-14

Junior (Semester 6 - Spring)

NUTR 3320 Nutrition and Health in Older Adult 3

ESS 3510 Exercise Physiology 3
 Program Elective 3
 American Institutions 3
 NUTR 3220 Foundations in Diet Therapy 2
 Total Semester Credits 14

Senior (Semester 7 - Fall)
 NUTR 4420 Nutrition for Fitness 3
 NUTR 4520 Directed Undergraduate Research 3
 Program Elective 3
 Program Elective 3
 Elective 3
 Total Semester Credits 15

Senior (Semester 8 - Spring)
 NUTR 4990 Senior Seminar 1
 NUTR 4320 Current Issues in Nutrition 2
 Program Elective 3
 Program Elective 3
 Elective 3
 Elective 1-3
 Total Semester Credits 13-15

NUTRITION EDUCATION: INTEGRATIVE NUTRITION DEGREE MAP IN TOGGLE TABLE BELOW

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Intro. College Writing	3	ENGL 2010 Intermediate College Writing	3
MATH 1010 Intermediate Algebra	4	MATH QL	4
NUTR 1020 – Science & App of Nutrition (LS)	3	HLTH 1030 – Healthy Lifestyles (SS)	3
NTM 1700 or 1501, 1502 & 1503 (CIL parts A-f)	3	NUTR 2320 Food Values, Diet Design & Health	3
Elective (UNIV 1105 Suggested)	3	LIBS 1704 or NTM 1504 (CIL Part D)	1
Total	16	Total	14
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PSY 1010 – Intro to Psych (SS) or CHF 1500 -f	3	COMM 2110 Interpersonal & Sm Group (HU)	3
Creative Arts Course	3	Humanities/Creative Arts/Diversity Course	3
Physical Science Course	3	Elective	3
EESS 2300 Fitness Assessment/Exercise Pres-f	3	NUTR 2420 Childhood Adolescent Nutrition	3
Program Elective	3	Physical/Life Science Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
NUTR 2220 Prenatal & Infant Nutrition	3	NUTR 3320 Nutrition and Health in Older Adult	3
NUTR 3420 Multicultural Health & Nutrition	3	NUTR 1240 Nutrition & Sustainable Cooking	3
Program Elective	3	Program Elective	3
Program Elective	3	American Institutions	3
Program Elective	3	Elective	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
NUTR 4420 Nutrition for Fitness	3	NUTR 4990 Senior Seminar	1
NUTR 4860 Field Experience	2	NUTR 4320 Current Issues in Nutrition	2

Program Elective	3	Elective	3
Program Elective	3	Elective	3
Elective	3	Elective	4
Total	14	Total	13

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	3	1	0
Faculty: Part Time with Doctorate	0	0	1
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	0	0	7
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			0
Staff: Full Time			2
Staff: Part Time			3

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jennifer	Turley	T	PhD	University of Texas, Austin	50%	
	Joan	Thompson	T	PhD,RDN	University of Arizona	100%	
	Rodney	Hansen	T	PhD	Colorado State University	100%	
	David	Aguilar-Alvarez	TT	PhD	University of Connecticut-Storrs	100%	
Part Time Faculty							
	Maria	Richards	Other	PhD	University of Washington	20%	adjunct
	Julie	Hansen	Other	MS,RDN	Colorado State University	20%	adjunct
	Christina	Aguilar	Other	MS,RDN, CI	University of Connecticut-Storrs	10%	adjunct
	Lynne	Dawson	Other	MS,RDN	Brigham Young University	10%	adjunct
	Rebecca	Richards	Other	MS,RDN	University of Bridgeport	10%	adjunct
	Rebecca	Heaton	Other	MS	University of Utah	5%	adjunct
	Lindsay	Garr	Other	MS	Weber State University	5%	adjunct
	Nicole	Wycherly	Other	MS	Weber State University	5%	adjunct

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate				no new hires (faculty or staff) are needed	
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	384	385	385	385	385	385
# of Majors in Proposed Program(s)		5	10	15	20	30
# of Graduates from Department	49	50	50	50	50	50
# Graduates in New Program(s)		0	2	8	14	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$951,311	\$0	\$3,174	\$3,174		
Operating Expenses (equipment, travel, resources)	\$29,075	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$0	\$3,174	\$3,174		
TOTAL EXPENSES	\$980,386	\$980,386	\$983,560	\$983,560		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$3,174	\$3,174		
Appropriation	\$980,386	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$0	\$3,174	\$3,174		
TOTAL DEPARTMENT FUNDING	\$980,386	\$980,386	\$983,560	\$983,560		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Student numbers and graduates are predicted to hold steady with nutrition and athletic therapy majors increasing as athletic training majors are phased out. Very few expenses are required to implement the new proposed Nutrition Education major. A small increase in instructional wage may be needed starting in the second year. The expectation is the need to cover an additional one or two 3 credit hour lower division courses so the full-time faculty members can teach the new proposed courses needed for the major (NUTR 4890, NUTR 4990, NUTR 4440). Some courses (such as NUTR 4440) will be put on a rotation and will not need to be offered every semester.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The increase in instructional wage may be obtained from several sources: with the phase out of the bachelor's of athletic training program some instructional wage may be available at the departmental level. If needed the Dean of the College of Education may be able to increase the department's instructional wage budget or if the courses are offered evening, online, or at the Davis campus CE may be able to help with the instructional wage. The nutrition program does have a long standing presence at the Davis Campus and now has a foods lab and greenhouse (in partnership with Botany) there.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are needed or proposed.

Weber State University Program Review
Design Engineering Technology Program Response to Review Team Report
By Rick W. Orr, Engineering Technology Department Chair

**Program
Overview**

The Design Engineering Technology Program (DET) at Weber State University offers Associate of Applied Science and Bachelor of Science Degrees with the opportunity for students to obtain a Bachelor of Integrated Studies with an emphasis in Building Information Management. The program fills a vital role in the local economy as is evident with the extensive list of community support and local employers of students and graduates.

Students have access to computer labs with software currently used by both the academic and industry communities. Students are encouraged to explore the applications of software in a variety of areas and industries such as (1) 3D Modeling, (2) CAD/CAM applications, (3) Building Information Modeling, and (4) Graphic Presentations and Animations. The software used in these applications is readily available to the students.

The mission of the program is to provide students with a solid theoretical background, supplemented by practical experience. The aim being to prepare each student to enter the workplace and/or continue his or her academic pursuits. Each graduate from the program is expected to obtain a mastery of a variety of software tools, and to demonstrate his or her knowledge of academic interests and career goals through oral, written, and graphic communications, and to exhibit a desire for lifelong learning.

Program Strengths

The most pronounced strength is that the faculty have industry work experience along with academic credentials. Evidence of a supportive budget is present to maintain equipment and supplies. There is strong support from local industry, through the advisory committee and the hiring of graduates. All senior students must complete a significant capstone project prior to graduation. These capstone projects require that the student implements appropriate technology, understanding and skills in the development of his or her project. These projects develop leadership, teamwork, and creativity through the design process.

Completion of the program can be obtained within a four year period, 64 -66 credits for the AAS degree and 125 for the BS degree.

The syllabi for the various course exhibit a continuity of purpose. There is evidence of knowledge and skills being built or increased from one course to the next. Each course challenges the student.

The current faculty have a wide range of professional and academic experiences, creating a diverse group of instructors that collaborate and interact well with one another.

Program Challenges

The faculty are all teaching overload contracts. This limits the amount of time a faculty member has to advise or assist students. It also can contribute to workplace burn out and low performance in the classroom. Over the last 5 years, the budget for the program has decreased by approximately 20% despite the increase in student enrollment.

Program Comment: Agree. The hiring of one (1) additional, full-time, Design Engineering Technology faculty member would facilitate more uniform teaching loads across the entire program, thereby increasing the quality of instruction, thus supporting the maintenance and growth of already successful program.

Areas where Standards were not met

The standards are all met, however the team identified a few areas of concern. One area of concern is the amount of time that faculty have to work with students outside of the classroom. Currently an adjunct instructor is helping to maintain an FTE of 12 credit hours of instruction for each of the three full time faculty members, however, the adjunct instructor is not required to mentor or advise students with that work load being returned to the full time faculty. The Architectural aspect of the program is managed by one (1) full time instructor. This will not allow growth in this area since there is only one instructor's point of view and course offering. Students should have at a minimum two different points of view from department instruction. Another concern is the lack of evidence of how the mission statement is reviewed through a process of self-assessment and improvement.

Program Comment: Agree – the college has addressed this issue by hiring an academic advisor (Pat Dejong) that splits her time between Engineering Technology (ET) and Computer Science. Even though the advisor's time is split among the four ET programs two days per week the additional hours of advising per week has had a significant impact in reducing the time demanded of the program coordinator for basic advising.

Recommendations for Change

- a. There needs to be an allocation of funds to support the implantation and adaptation of new technology into the curriculum. Technology continues to advance as well as the software used in the program and a plan should be in place to continue with state-of-the-art software and equipment.

Program Response: Agree. Funding consistency is a chronic issue. The technology required for the DET program consists essentially of very expensive software packages such as CREO, CATIA, SolidWorks, and Autodesk that cost approximately \$11,350 per year. There are four computer labs that need high end computers to run advanced CAD software. To update one computer lab each year requires an average annual expense of over \$30,000. To meet these expenses in the past the ET Department used Perkins funding for labs and donations for software fees. Perkins may not be an option to fund lab upgrades in the future so student fees have been increased substantially in the past few years. DET students are now charged \$35 per course for computers, software and lab aids. For a student taking 15 credit hours that equates to \$175 per student per semester. The Department currently has student fees capable of upgrading labs through 2018, but will have to increase fees again or

possibly eliminate one small lab to stretch funds through 2019. Current donations will cover software costs through 2019 as well.

- b. The hiring of 1 additional full time instructor to assist with student capstone project, advising, and teaching in the architectural aspect of the degree.

Program Response: Agree. With regard to the Architectural component of the program, students should have the opportunity to be influenced by the beliefs and practices associated with additional faculty in this area. However, in the recently completed ABET accreditation visit ABET informed us that the program would be evaluated under new rules requiring that the program be essentially 100% mechanical design. Approximately six of the 17 DET courses (35%) in the current program are related to architecture and that portion of the DET program will have to be refocused on mechanical design. We are evaluating splitting the architectural portion of the program from Engineering Technology and combining it with Construction Management at the Davis campus. A new faculty member, either full-time, tenure track, or adjunct, may be required in the DET program if the architectural component is transferred with its faculty to the Construction Management Department (CMT). A 0.75 FTE faculty member would suffice.

- c. ABET outcomes are only covered in the DET senior Project. Integration of these outcomes should be introduced and included in other DET coursework and projects.

Program Response: The evaluation team was not given display materials that documented the integration of ABET-ETAC outcomes a, b, f, g, h, i, and j. that are addressed in in multiple courses across the entire spectrum of required, as well as optional courses prescribed for both the AAS and BS degrees. All courses are directly related to one or more outcomes. When the Program Review was performed the table covering this item had not been completed because faculty were working on the ABET self-study. Here is the ABET table of outcomes and classes.

COURSE	Credit hours	ABET PROGRAM OUTCOMES ("X" indicates the course where this outcome is taught)										
		a	b	c	d	e	f	g	h	i	j	k
DET 1010 Intro Engineering/Tech Des	3	X		X			X					
DET 1040 Intro Residential Arch	3	X			X							
DET 1160 Geometric Dimens/Toler 3D	3	X			X			X		X		
DET 1350 Residential Architectural Des	3	X			X							
DET 2000 Commercial Architectural/BIM	3	X			X		X	X				
DET 2460 Prod Des Fund 3D CAD	3	X	X		X		X	X				
DET 2650 Prod Design and Development	3	X			X	X	X					
DET 2660 Structural Design and Detailing	3	X			X		X					
DET 3000 Green Building Methods	3	X			X							
DET 3100 Tool Design	3	X		X	X		X					
DET 3300 Applied Kinematic Analysis	3	X			X		X					
DET 3400 Rendering Basics Photoshop	3	X			X			X				
DET 3470 Intro to CATIA V5	3	X		X	X		X					X
DET 4350 Virtual Design and Constr Apps	3	X			X		X	X				X
DET 4400 Animation Basics	3	X			X			X				
DET 4470 Advanced CATIA V5	3	X		X	X		X					X
DET 4500 Hydraulic and Pneumatic Appl	3	X			X		X					
DET 4600 Senior Project I	2	X	X	X	X	X	X	X	X	X	X	X
DET 4610 Senior Project II	2	X	X	X	X	X	X	X	X	X	X	X

COURSE	Credit hours	ABET PROGRAM OUTCOMES ("X" indicates the course where this outcome is taught)										
		a	b	c	d	e	f	g	h	i	j	k
MFET 1210 Machining Principles	3	X					X	X				
MFET 2410 Quality Assurance	3	X	X									
MFET 2300 Statics/Strengths of Materials	5		X				X					
MFET 2360 Processes & Materials	3	X						X				
MET 3400 Machine Design	3		X				X					
MFET 3550 Manufacturing Supervision	3	X	X					X	X	X	X	
MFET 4610 Senior Project Planning/Est	3	X	X					X				
Lower Division Elective	2											
Upper Division Elective	6											
(The following are support courses)												
MATH QL1080 Pre - Calculus	5	X	X				X					
ENGL 2010 Intermediate College Writing	3							X				
COMM HU 1020 Principles Pub Speaking	3							X			X	
PHYS PS/SI 2010 General Physics + Lab	5	X	X									
ART CA 1030 Art for the Non-Art Majors	3										X	
COMPUTER & INFOR. LITERACY	4	X					X					
SOCIAL SCIENCE/DIVERSITY	6										X	
AMERICAN INSTITUTIONS	3										X	
HUMANITIES/DIVERSITY	3										X	
LIFE SCIENCE/DIVERSITY	4									X		
SUMMARY OF COURSE/OUTCOMES	125	27	10	6	18	3	18	14	3	5	8	5

a. Evidence of faculty/department meetings that address achievement of learning outcomes and areas for self-improvement through minutes are recommended.

Program Response: Agree. Meetings have been conducted on a regular basis. However, minutes were not been routinely taken and improvement actions were not documented. The root cause was faculty load. For the last several years the DET program Coordinator, who is responsible for holding program meetings and coordinating improvement efforts, has been teaching a 15 credit hour load in addition to receiving three credit hours of release time for his Program Coordinator efforts. Due to time constraints very little time has been taken to document meetings or improvement efforts.

It is our belief that baseline documentation is necessary before any improvement actions can be justified. Proper documentation is also required to maintain the desired ABET accreditation. With the addition of more faculty in the ET Department, faculty loads should be at a more sustainable level and proper documentation will be maintained. Additionally, department administrative staff will be asked to assist in documenting department meetings.

b. Learning outcome 5 – work on teams is only present in the senior project. Examine

areas in other courses and projects where students can experience and perfect working in a team environment prior to the capstone / senior project.

Program Response: DET Program faculty only provided documentation relating to senior project to the evaluation team. Teams and teamwork concepts are actually introduced and reinforced in many classes, especially DET 2650 Product Design and Development, DET 3470 Intro to CATIA, DET 3000 Green Building Methods and Certification, MFET 4610 Senior Project Planning and Cost Estimating, DET 4600 Senior Project and DET 4610 Senior Project (2nd semester), and Comm 2110.

- d. The meeting minutes provided for the most recent Industry Advisory Committee (IAC) is listed as October 24, 2012. It is recommended that the IAC be convened once again during the 2015-16 academic year. It is also recommend that the IAC be convened on an annual basis.

Program Response: This is a simple error in fact derived from poor documentation provided to the review team. Separate meetings are held once per year for both the mechanical design portion of the program as well as the architectural component. The date was in error on the minutes for the Industrial Advising Committee meeting provided in the original review materials, which reflected the second to the last meeting that was held. The most recent meeting was held on March 6, 2015, and the 2016 meetings are scheduled for this March.

Additional Recommendations and Comments

Standards:

A- Mission

- a. The mission statement identifies the outcomes and the skills needed for the degree and future careers. It would serve better if more succinct, so that students could easily recognize it in their classes. What is currently written is more of a vision statement and is valuable but not fully transferable to the students for ownership.

Program Response: Agree. The DET program does not have a specific mission statement, but there is an ET mission statement that reads, "The Engineering Technology Department will be the leader in the state in technology and technology related programs through service to our students and the businesses and industries in the region." The DET program has four Program Educational Objectives (PEOs) that are derived from the ET mission Statement that do reflect the basic mission of the program. These PEOs have been reviewed by the Industrial Advisory Committee in the past and the DET program is currently developing a schedule to review the PEOs on a routine basis. The PEOs will need to be revised in the next year given the requirement to add more mechanical design content at the expense of architecturally related courses. At that time the Program will evaluate the need for a summary mission statement if the ET department mission is not specific enough.

- b. Includes a respect and awareness for the importance diversity and a knowledge of contemporary professional, societal, and global issues, however, there is not a specific reference to period or continual self-assessment and improvement.

Program Response: Agree. In the past the required general education courses (i.e. ANTH SS/DV 2010 People and Cultures of the World, GEOG SS/DV 1300 Places and Peoples of the World, and HIST SS/DV 1510 World History from 1500 C.E. to the Present) fulfilled this requirement. However, many courses within DET offer the opportunity to reinforce a respect for diversity and a knowledge of contemporary professional, societal and global issues. To remain ABET accredited the program will have to develop self-assessment tools and document improvement in this specific area. Additionally, the college has developed a general education course arguably more appropriate for Engineering Technology majors, Engineering Technology Culture, which will count as a social science elective. This course may be required in the future for ET students.

- c. The objectives of the program are clearly defined.

Comment – the Program Educational Objectives will need to be modified to maintain ABET accreditation and increase the program’s focus on mechanical design.

- d. The mission of the Design Engineering Technology (DET) Program are consistent with the core themes of Access, Learning, and Community.

Program Response: Agree.

B- Curriculum

- a. Robust and complete with one course supporting and building to another. The courses within the program cover the appropriate topics for a Design Engineering Technology degree. CAD, Virtual Design, and Tool Design are offered, which covers both the breadth and depth of the field.

Program Response: Agree

- b. The curriculum prepares students for future success.

Program Response: Agree

- c. The DET program requires significant software/equipment support. Maintaining the quality of the program relies heavily on future efforts to acquire state-of-the-art technology.

Program Response: Agree. Funding issues are chronic as commented on earlier.

- d. DET offers courses for its own majors and service courses for MFET and MET majors in a timely and appropriate schedule.

Program Response: Agree.

Assessment Learning Outcomes

- a. Strong evidence of continued improvement and growth. A constant achievement of 80% of the class or higher, scoring a 75% or high on exams. The breadth of the learning outcomes cover the program goals.

Program Response: Agree.

- b. The student outcomes emphasize mastery of the material presented in the program, as well as ongoing professional goals related to an awareness of broader global issues. However, there is room for improvement in the design and documentation of architectural plans using Revit, or other industry standard software.

Program Response: Agree. However, documentation of architectural plans using Revit, or other industry standard software will not be a part of the program in the future

- c. The curriculum map provides comprehensive information about the completion of learning outcomes for each course.

Program Response: Agree.

Assessment

- a. The measures are identical to ABET assessment criteria.

Program Response:
Agree.

- b. The program provides “closed loop action forms” for courses that summarize student learning outcomes and continuous improvement. Measures of learning are contained on these forms.

Program Response:
Agree.

- c. These data are being gathered and reported adequately by the department.

Program Response:
Agree.

- d. Faculty responses and recommendations for improvement are provided individually. Documenting evidence of faculty meeting as a group to address the achievement of learning outcomes is recommended. This would show evidence and recognition of the student engaged in lifelong learning as well as program improvement.

Program Response: Agree. Coordination of program improvement effort and the achievement of outcomes needs to be documented as a program to ensure all outcomes are adequately covered.

- e. Continuous improvement is an integral part of the program's efforts.

Program Response:
Agree

D- Academic Advising

- a. Students are required to meet annually with their advisor. In this way the program monitors the advising of students effectively.

Program Response:
Agree.

- b. Incidences of mid-advising are rare. Students are required to meet with a faculty advisor at least once a year.

Program Response:
Agree

- c. Access to advising is ongoing and covers both career guidance and course selection.

Program Response:
Agree

E- Faculty

- a. Faculty size may not be sufficient to support the expected DET, MET, and MFET majors in the future.

Program Response: Agree. One (1) full-time tenure track or one (1) 0.75 FTE faculty member, would bolster the efforts of the program as well as augment program strength and abate faculty fatigue.

The faculty agree with comments b – h – no actions are required

- b. Full-time faculty is very competent and can sustain the stability of the program, with the caveat that growth should be handled by hiring new faculty as needed.
- c. The faculty have required and needed industry experience, academic credentials. The combined 2 Master's and 1 (ABD) Doctorate faculty members are both academically and professionally qualified.
- d. The faculty demographic profile indicates an awareness of diversity.
- e. Sufficient mentoring activities are provided. Faculty are counseled by the program coordinator and by the program chair. Adjunct faculty also have access to mentors.
- f. Teaching workloads for current DET faculty are very high and compromise their ability to fulfill scholarship and service obligations.

- g. The DET program subscribes to good teaching standards, and offers professional development in the areas of innovative instruction.
- h. The DET program maintains an effective ongoing review of faculty. Tenure track faculty are reviewed informally once a year by the department chair and formally during their third and sixth years. Tenured faculty are reviewed every three years by the dept. chair.

F- Program Support

- a. The DET program has one and a half technicians, one secretary, and one student aide, which is adequate to meet the current needs of the program.

Program Response: Agree. However, the ET department has been experiencing difficulties with computer lab maintenance and software availability at the start of the semester since the retirement of the technician who maintained the labs without assistance from college IT. The program currently has one (1) maintenance technician distributed over four (4) Engineering Technology programs, but the technician does not service computer labs. The department also has one (1) professional administrator distributed over four (4) Engineering Technology programs, several of which are the same size as other entire departments at WSU that have dedicated administration help. At any given time, during the Fall and Spring semesters, the program may share as few as zero (0) student aides to as many as three (3) student aides, evenly distributed over at least four (4) Engineering Technology programs. These aides may also, at times, support students who have declared Pre-Engineering as their major (another department). Funding of lab aids is done increasingly through student fees and lab aids are now being used more often to support administrative tasks. The Department administration staff is barely adequate and the department really cannot grow significantly without additional administrative support. The department will attempt to alleviate semester start-up difficulties in the short term by identifying lab needs several months in advance for current IT personnel.

- b. Staff are supported and encouraged to seek professional development.

Program Response:
Agree.

- c. There is evidence of funding to maintain the current facilities, equipment, and software. Equipment and facilities are an ongoing concern for technology programs. Establishing a consistent future funding strategy to keep the department supplied with state of the art PC's and software should be a high priority.

Program Response:
Agree.

G- Relationships with External Communities

- a. The program has a strong, documented relationship with companies that employ

its graduates.

Program Response: Agree

- b. The DET program maintains an active and vibrant Industry Advisory Committee (IAC). The IAC helps the program to design and refine current curriculum.

Program Response: Agree

- c. Meeting minutes are provided, but the most recent gathering is listed as October 24, 2012. It is recommended that the IAC be convened once again during the 2015-16 academic year. It is also recommend that the IAC be convened on an annual basis.

Program Response: This is a simple error in fact. Separate meetings are held once per year for both the mechanical design portion of the program as well as the architectural component. The date was in error on the minutes for the Professional or Industrial Advising Committee meeting provided in the original review materials, which reflected the second to the last meeting that was held. The most recent meeting was held on March 6, 2015 and the 2016 meetings are scheduled for this March,

H- Results of Previous Program Reviews

- a. Previous program reviews were not available so there is no information about any actions taken based on those reviews. This area was not evaluated by the review team.

Program Response: Agree; the program has not been required to perform a Program review since becoming ABET accredited. The Program Review is actually very similar to ABET reviews approximately 10-12 years ago.

College of Arts and Humanities

TENURE AND POST-TENURE REVIEW POLICY

The purpose of this document is twofold: to aid reviewers in the evaluation of candidates seeking tenure in departments within the Telitha E. Lindquist College of Arts and Humanities and to establish criteria for post-tenure review. Its primary method is to provide guidelines to ensure as objective evaluation as possible.

TENURE REVIEW

Standards have been set to assure that faculty who exhibit high performance levels in Teaching, Scholarly/Creative/Professional Activity, and Service receive a positive tenure recommendation. Diversity within the standards accommodates faculty members with different backgrounds, talents, and professional interests. Additional clarification can be found in the tenure document for the Department of Performing Arts. The departments of Communication, English, Foreign Languages, and Visual Arts do not have their own tenure documents.

It is incumbent upon the candidate to provide all levels of review with pertinent information with respect to the categories considered. When in doubt concerning information provided, reviewers should seek clarification, including, but not limited to, consulting department tenure documents, in departments where such documents are available and requesting the candidate to appear before them. In all cases, due process, procedure, reasonableness, and fairness should be followed.

To be recommended for tenure a candidate must:

(1) Have an earned terminal degree in the discipline of primary responsibility. The recognized and accepted terminal degrees in the College of Arts & Humanities include:

- Ph.D.
- D.M.A.
- D.A.
- Ed.D.
- M.F.A. in all studio areas of the Visual Arts
- M.F.A. in all creative areas of Dance and Theatre
- M.F.A. for the area of creative writing in English
- M.F.A. for the area of digital media in Communication

Degree requirements shall be interpreted as requiring a degree from an institution accredited by an institutional accrediting agency that is recognized by the U.S. Secretary of Education or the foreign equivalent of such a degree. Equivalence of foreign degrees shall be evaluated by the regular faculty of the academic department and will be reviewed and approved by the college Ranking Tenure Evaluation Committee. Foreign degrees may be accepted as terminal degrees with documented evidence of equivalency and approval by the discipline as evidenced by its general acceptance in other universities and upon approval by the department and the Dean. In the event the terminal degree is not in the candidate's discipline, a terminal degree in a closely related discipline (as approved in writing by the Provost, in consultation with the Appointment, Promotion, Academic Freedom, and Tenure Committee and the Dean) shall be required.

(2) Provide evidence of appropriate performance in the following categories. In order to receive a positive recommendation for progress toward tenure or to be recommended for tenure, a candidate

must fulfill the requirements of at least one of the following channels. For each category, the listed ratings within each channel are the minimum ratings necessary for a positive recommendation.

Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Adequate
II	Good	Good	Good
III	Excellent	Adequate	Good
IV	Good	Excellent	Adequate

(3) Must adhere to professional standards of behavior as outlined in PPM Sections 9-4 through 9-8.

DEFINITIONS OF CRITERIA AND CATEGORIES

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service. Within each category the faculty member being considered for tenure shall be rated as excellent, good, adequate, or inadequate.

(1) Teaching

Teaching is defined as instruction conducted under the auspices of Weber State University. Teaching embraces activities related to instruction and learning that occur inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings. Teaching activities may include, but are not limited to the following: instruction; advising, supervision, guiding, and mentoring; developing learning activities; sustaining teaching effectiveness; and community-engaged teaching.

Teaching performance will be evaluated by students, peers, and administrators. The teaching category will also include the preparation and use of teaching materials intended for instructional use. Candidate should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

Candidates will be evaluated on the basis of their individual full-load requirements.

(2) Scholarly/Creative/Professional Activity

Publication as a form of scholarly activity includes formally published professional work which has been subject to editorial review and formal acceptance processes. Research reports and published articles that have been peer reviewed and accepted will also be included.

Creative activities must be interpreted rather broadly because of the diversity of disciplines within the college. Creative activities include artistic works, musical compositions and performances, theatrical productions, radio and television works, creative writing, and any other such creative projects deemed worthy of consideration by the individual departments. Specific limitations or parameters will be defined by department tenure documents, in departments where such documents are available. In these documents it is essential that the performance or artistic areas of the college define categorical boundaries for their individual disciplines. In departments without tenure documents it will be incumbent on the candidate to not only demonstrate an appropriate degree and quality of creative activity but also demonstrate promise for sustained achievement in the field.

Professional activity may be interpreted rather broadly as professional and scholarly activities that are of a nature that do not typically culminate in publications. Membership in professional organizations shall generally be considered as "service." However, important positions within professional organizations are to be considered favorably within this category. Involvement in workshops at regional or national levels should also be considered. Professional activities should include continuing formal post-graduate education that goes beyond mere maintenance of one's credentials within the discipline or field, development of entirely new fields or areas of expertise which prove of benefit to both the candidate and the department, presentation of professional papers at scholarly meetings, as well as funded research. Research may be interpreted rather broadly, but normally shall be limited to those activities which go beyond mere maintenance of professional credentials and/or staying current in the literature of the candidate's discipline.

Classifications to be included under scholarly/creative/professional activity are as follows in their order of importance. (Area A is more important than Area B.)

•Area A (Primary Importance)

Publication of specific research or theoretical work in the form of a book or monograph.

Publication of articles subject to review and formal acceptance processes.

Textbook publications. The key to including textbooks under publication lies in the fact that good textbooks improve teaching effectiveness not only of the author, but more importantly, for others in the profession.

Publication, performance, and exhibition may also take the form of electronic presentation.

Creative projects are generally disseminated through public performances, concerts, exhibitions, presentations, and readings. It is understood that quality in a creative area is judged most often by subjective means that may vary greatly. It is not the purpose of this document to define the judging criteria. Specific criteria are the responsibility of the departments involved.

Important positions in significant academic associations. This activity will qualify as one of primary importance when it is combined with significant professional activity in the field of academic interest to the association.

Consulting in the field of expertise. This activity will qualify as one of primary importance when such activities are non-routine and of significant importance.

Organizing and presenting seminars, workshops, and conferences in one's field of expertise. This activity will qualify as one of primary importance when such activities are of significant importance.

Research which does not result in publication will normally not be considered in Area A. When such research activities are significant, however, they may be included in Area A.

Other professional activities not specifically identified herein shall be evaluated by the committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

•Area B (Secondary Importance)

Activities not deemed to qualify in Area A may qualify in Area B.

Delivery of scholarly papers at academic meetings, subsequently published in a Proceedings Volume. Although of lesser importance than papers that face formal acceptance review processes, including papers delivered at meetings and subsequently published in academic journals, papers published in Proceedings are significant. Again, Proceedings of national meetings are normally of greater importance than locally sponsored meetings of local interest. There may be exceptions that could qualify Proceedings to be included in Area A; candidates will need to provide justification.

Delivery of scholarly papers at academic meetings. Although a paper may not have been subsequently published, the oral delivery to one's peers at academic meetings is a form of publication to be included in this criterion. A presented paper not subsequently published, however, is of lower importance than a published article. As a general rule, papers that have been selected for presentation in a formal evaluation and review process are more important than papers "accepted" sight unseen by the meeting organizers.

Publications for readers other than academic community. Publication of books which popularize material from one's academic field for readers normally outside that academic field and applied trade publications are included in this publication classification.

Grant work and associated output. Significant professional development may take place through research/creative projects. Successful grant work, however, is typically placed within the service category. To be considered in the scholarly/creative/professional activity category, the funded project will normally meet the requirements of subsequent publication/presentation of results. If the results are subject to formal review and acceptance, similar to those attending academic journal acceptance, the publication/presentation may be considered as equivalent, subject to determination of quality and importance.

Research reports, monographs, working papers, etc., not subject to formal academic review and acceptance may qualify in Area B, as determined by the evaluation committee.

Other professional activities not specifically identified herein shall be reviewed by the evaluation committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

(3) Professional Service

Service includes such activities as: speech making in the area of the candidate's expertise; consulting; committee work; popular publications; university, college, department, community and professional workshops or seminars; participation in executive development; assumption of duties and projects relating to operation of the department, college, and university, and participation in similar professional activities. Attendance at professional meetings, active membership in professional societies, and similar activities enhance the reputation of the college beyond the "maintenance of professional credentials," which accrues directly to the candidate. The criterion is that service must utilize in a professional way the candidate's area of academic expertise. Service to the university through committee assignment is apparent. Chair positions on such committees will be weighted more heavily than committee membership. Service activities can be of primary, secondary, or tertiary

importance. Although determination will be made separately in each case, the evaluation committee shall be guided by the understanding that national service is more important than regional, university service is more important than college service, college service is more important than department service, and speeches to statewide audiences are more important than those to local clubs.

RATINGS

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2) Scholarly/Creative/Professional Activity, and (3) Service, noted on the Channel table on page 2. A rating of excellent, good, adequate, or inadequate, shall be determined and interpreted relative to the candidate's discipline, department, and peers. All levels of review should refer to department tenure documents in departments where such documents are available for department criteria and examples of activities appropriate for tenure.

The following general description of the ratings shall serve as a guide to the evaluation committees:

•**Excellent:** The candidate will be rated excellent if normal duties required of all faculty members are performed consistently in an outstanding manner.

The candidate will be rated excellent in the **TEACHING** category if rated consistently outstanding or well above good by students, peers, and administrators.

The candidate will be rated excellent in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) excellent performance in Area A, or (2) a minimal rating of adequate performance in Area A combined with excellent performance in Area B.

The candidate will be rated excellent in the **PROFESSIONAL SERVICE** category if rated consistently outstanding by peers and administrators.

•**Good:** A rating of good in any category means the candidate has demonstrated a substantial degree of achievement above adequate levels of performance.

The candidate will be rated good in the **TEACHING** category if rated consistently better than adequate by students, peers, and administrators.

The candidate will be rated good in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) good performance in Area A, or (2) excellent performance in Area B, or (3) adequate performance in Area A, combined with good performance in Area B.

The candidate will be rated good in the **PROFESSIONAL SERVICE** category when the candidate is performing at a level judged by peers and administrators to be above average significant duties.

•**Adequate:** The candidate will be rated adequate if normal duties required of all faculty members are performed in an acceptable manner. The candidate must complete assigned duties and share in unassigned workload in the department, college, and university.

The candidate will be rated adequate in the **TEACHING** category when rated consistently adequate by students, peers, and administrators.

The candidate will be rated adequate in the **SCHOLARLY/CREATIVE/ PROFESSIONAL**

ACTIVITY category upon evidence of (1) adequate performance in Area A, or (2) good performance in Area B.

The candidate will be rated adequate in the **PROFESSIONAL SERVICE** category when significant activities and performance levels indicate that the candidate is doing the bare minimum.

•**Inadequate:** Shall be given to a candidate who does not meet the minimum requirements of the adequate category

ADHERENCE TO PROFESSIONAL ETHICS

The College of Arts and Humanities endorses the statement of "Professional Responsibilities, Ethics, and Standards of Behavior" contained in the Weber State University Policy and Procedures Manual, Sections 9-4 through 9-8. Candidates for tenure shall be evaluated against those ethical canons and standards of behavior. A general indication of the faculty member's adherence to those ethical principles and standards of behavior shall be noted on the Tenure Evaluation Report, with a "yes" or "no" response. If the response is "no" then there must evidence to support that decision. Letters indicating the findings of the evaluation committees and the dean shall indicate strengths and weaknesses in this regard.

POST-TENURE REVIEW (Policies and Procedures Manual, Section 8-11)

PURPOSE

The post-tenure review shall be based on criteria separately defined from the award of tenure with the following intent:

1. Demonstrating the tenured faculty member's growth and development in the discipline;
2. Communicating to the faculty member specific areas in need of improvement related to performance in scholarship, teaching, and service, and
3. Enhancing each individual's future productivity.

PROCEDURES

After tenure is granted, faculty will be evaluated every five years or more often at the discretion of the department chair or dean or at the request of the faculty member. The post-tenure review is for the most recent five years, or the time period since the last formal review. Within the College of Arts and Humanities post-tenure review will evaluate the following professional activities:

1. Teaching, through student, collegial, and administrative evaluation;
2. The quality of scholarly and creative performance and/or research productivity, and
3. Service to the profession, school, and community.

Dated Guidelines and Process for Faculty Members Undergoing Post-Tenure Review

To occur by:	(Please note: dates will be adjusted yearly for weekends and holidays.)
Oct 15	The department chair or dean will notify the faculty member of the upcoming post-tenure review.
Oct 15	Deadline for a faculty member to initiate a request for a Post-Tenure Review.
Dec 1	Deadline for the department chair and faculty member to jointly select a

	three-member team for peer evaluations.
Feb—Tuesday following Presidents' Day Holiday	The faculty member under review submits an updated vitae (or the College of Arts & Humanities Annual Faculty Reports) and any other pertinent artifacts to their department chair.
Mar 2	The faculty member under review and the department chair receives the findings (in writing) of the team for peer evaluations.
Mar 16	The faculty member under review may submit a written response concerning the findings of the team for peer evaluations to their department chair.
Mar 16	The faculty member under review may request, in writing, an optional interview with the department chair to discuss the faculty member's teaching, scholarly and creative performance and/or research productivity, and service.
Mar 31	Deadline for the department chair to interview the faculty member under review if the interview was requested by Mar 16th.
Apr 10	Deadline for the department chair to submit the post-tenure review report to the faculty member under review.
Apr 17	Deadline for the faculty member under review to request, in writing, an optional meeting with the department chair to discuss the report.
Apr 30	Deadline for the department chair to submit the post-tenure review report to the dean for inclusion in the faculty member's personnel file.
May 15	Deadline for the faculty member under review to submit a written response concerning the post-tenure review report to the dean.

STUDENT EVALUATIONS

In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each tenured faculty member shall have student evaluations administered in at least two courses each year. The two courses to be evaluated will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean after consultation with the faculty member and the chair. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

PEER EVALUATIONS

Peer evaluation involves seeking feedback from informed colleagues for the purposes of improving the faculty member's teaching practice (formative assessment) and/or evaluating it (summative assessment). There are many possible components to peer evaluations, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative evaluations, if done well, can help improve teaching and inform summative decisions.

The team for peer evaluations will be determined through consultation between each faculty member and his/her department chair. Faculty members under review are encouraged to submit teaching materials to the review team. The peer evaluation review for the College of Arts and Humanities will be limited to three pages of comments and observations. The results of those evaluations shall be provided to the chair, the faculty member, and those specified in the review process. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure. as noted by the channels in the chart below. Failure to maintain the requirements will result in a rating of “inadequate” in teaching, in scholarly/creative/professional activity and/or in service.

Channel	Teaching	Scholarly/Creative/Professional Activity	Service
I	Excellent	Good	Adequate
II	Good	Good	Good
III	Excellent	Adequate	Good
IV	Good	Excellent	Adequate

If, as a result of the post-tenure review process, the faculty member is not found to be meeting the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. The faculty member, the department chair, and the College dean must mutually decide upon a timeline for remediation. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in the Policy and Procedures Manual, Sections 9-9 through 9-16.

ALTERNATIVE PROCEDURE FOR COMPLETING POST-TENURE REVIEW

In 2014-15, WSU created a program called the Performance Compensation Plan (PCP). This plan allows faculty who have held the rank of full professor for at least a specified threshold of years to apply for a permanent raise.

The application process requires that faculty provide a detailed report of their teaching, scholarship and service over the most recent five years. In order for the faculty member to be eligible for the raise, the faculty member's record must be sufficient so that the faculty member would again earn promotion to full professor. The department chair, dean, and provost evaluate that record and write letters indicating whether it would qualify the faculty member for promotion to professor. The provost makes the final decision on which university faculty are awarded raises.

Faculty who apply for the PCP shall be considered to have passed their five-year post tenure review if they receive peer evaluation (see Peer Evaluations outlined above) and the chair and the dean both state in their letters that the faculty member has met the standard for the raise.

Faculty who apply for PCP but do not receive positive reviews from the chair, dean, and/or provost will not be deemed to have undergone a post-tenure review. Those faculty will undergo reviews at their designated times according to the other sections of this post-tenure review document.

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Madonne Miner, Provost

DATE: April 13, 2016

SUBJECT: Promotion Recommendations

As a result of the 2015-2016 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for promotion:

Fred Chiou	Engineering Technology	Promotion to Associate Professor
Matthew Choberka	Visual Arts	Promotion to Full Professor
Kristin Hadley	Teacher Education	Promotion to Full Professor
Valerie Herzog	Athletic Training	Promotion to Full Professor
Geri Conlin	Health Promotion and Human Performance	Promotion to Associate Professor
John Armstrong	Physics	Promotion to Full Professor
Mahmud Akelbek	Mathematics	Promotion to Associate Professor
Valerie Gooder	Nursing	Promotion to Full Professor
Rieneke Holman	Nursing	Promotion to Associate Professor
Melissa Neville	Nursing	Promotion to Associate Professor
Collette Renstrom	Nursing	Promotion to Associate Professor
Kristiann Williams	Nursing	Promotion to Associate Professor
Mich Oki	Respiratory Therapy	Promotion to Associate Professor
Janet Oja	Medical Laboratory Sciences	Promotion to Associate Professor
Clinton Amos	Business Administration	Promotion to Associate Professor
Shaun Hansen	Business Administration	Promotion to Associate Professor
James Hansen	Accounting & Taxation	Promotion to Associate Professor
Bob Fudge	Political Science and Philosophy	Promotion to Full Professor
Gary Johnson	Political Science and Philosophy	Promotion to Full Professor
Kerry Kennedy	Social Work and Gerontology	Promotion to Full Professor
Julie Rich	Geography	Promotion to Full Professor

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Madonne Miner, Provost

DATE: April 13, 2016

SUBJECT: Tenure Recommendations

As a result of the 2015-2016 Tenure and Ranking Review process, it is a pleasure to recommend the following faculty for Tenure:

Fred Chiou	Engineering Technology	Tenure
Geri Conlin	Health Promotion and Human Performance	Tenure
Mahmud Akelbek	Mathematics	Tenure
Rieneke Holman	Nursing	Tenure
Melissa Neville	Nursing	Tenure
Collette Renstrom	Nursing	Tenure
Kristiann Williams	Nursing	Tenure
Mich Oki	Respiratory Therapy	Tenure
Janet Oja	Medical Laboratory Sciences	Tenure
Clinton Amos	Business Administration	Tenure
Shaun Hansen	Business Administration	Tenure
James Hansen	Accounting & Taxation	Tenure

MEMORANDUM

Academic Affairs
MC 1004, Ext. 6006

TO: President Charles A. Wight

FROM: Madonne Miner, Provost

DATE: April 13, 2016

SUBJECT: Emeriti Recommendations

It is a pleasure to recommend the following faculty for emeriti status at Weber State University:

Richard Pontius	Associate Professor Emeritus of Teacher Education	2003-2015
James Christian	Professor Emeritus of Performing Arts	1988-2016
Larry Deppe	Professor Emeritus of Accounting & Taxation	1996-2016
Gary Dohrer	Professor Emeritus of English	1989-2016
Kathy Edwards	Associate Professor Emerita of Communication	1989-2016
Judy Elsley	Professor Emerita of English	1990-2016
Scott Wright	Professor Emeritus of Medical Laboratory Sciences	1998-2016
EK Valentin	Professor Emeritus of Business Administration	1984-2016
Art Carpenter	Associate Professor Emeritus of Library Science	1970-2016
Linda Gowans	Professor Emerita of Teacher Education	1990-2016
Ruby Licon	Associate Professor Emerita of Library Science	1992-2016
Dixilee Blackinton	Instructor Specialist Emerita of Mathematics	1987-2016

Catherine Zublin, Special Leave Request (2016-2017 academic year)

Catherine intends to spend her time developing relationships within the Utah theatre community, exploring international opportunities such as International Organization of Scenographers, Theatre Architects and Technicians (OISTAT) and creating meaningful classes for the study of costume, theatre and creativity.

Weber State University
Human Resources Agenda Report
from 3/15/2016 thru 4/30/2016

<u>Action</u>	<u>Comment</u>	<u>Position</u>	<u>Department</u>	<u>Date</u>
Executive				
Promotion	Eric Amsel	Associate Provost	Provost's Office	01-Apr-2016
Promotion	Mark Halverson	Associate Vice President	Facilities Management	01-Apr-2016
Exempt				
Early Retirement	Rebecca Biddle	Director	Development	30-Apr-2016
Early Retirement	Royan Smania	Analyst	Application Development	30-Apr-2016
Early Retirement	Janna Wahlen	Architectural Design Associate	Facilities Management	31-Mar-2016
Promotion	Sherri Melton	Director	Continuing Education	01-Apr-2016
Separation	Terra Clarke	Director	Continuing Education	15-Apr-2016
Separation	Gabrielle Lupton	Director	Development	30-Apr-2016
Separation	Joseph Strand	Assistant Director	Dee Events Center	20-Apr-2016
Separation	Ruth Stubbs	Director	Education Access and Outreach	08-Apr-2016
Separation	Gerald Tracy	Specialist/Exempt	Academic Technology Services	21-Apr-2016
Separation	James Wagner	Police/Professional	University Police	01-Apr-2016
Faculty				
Separation	Yumi Adachi	Professor	Foreign Language	18-Apr-2016
Non-Exempt				
Early Retirement	John Durney	Custodian	Facilities Management	15-Mar-2016
HIRE	Connor Larsen	Replaces Ashley Nichole Hendrickson	Technician	Payroll
HIRE	Yesenia Quintana	New Position	Technician	Center for Community Engaged Learning
Promotion	Jennifer Brustad	Specialist/Classified	Admissions Office	16-Apr-2016
Promotion	Samantha Burroughs	Specialist	Student Success Center	01-Apr-2016
Separation	Tonishia Bedford-Smith	Administrative Specialist	Development	25-Mar-2016
Separation	Jesusa Lane	Administrative Specialist	College of Arts and Humanities	04-Apr-2016
Separation	James Painter	Specialist	Career Services	25-Apr-2016
Separation	Anita Proul	Specialist	School of Computing	29-Apr-2016

Industry, UCAT, and Weber State Partnerships: Guidelines for Stackable A.A.S. Degrees

Stackable degrees enable students to acquire credentials along a trajectory that has convenient entry and exit points. One challenge is to create a stackable degree based on a partnership with industry and the Utah College of Applied Technologies (UCAT). On such a pathway, students would start with an industry certification at a UCAT, which can be stacked into an Associates of Applied Science degree at Weber State University and perhaps later a Bachelor's degree.

The recently proposed Controls Technology program out of the College of Engineering, Applied Science, and Technology provides a model of such a partnership. Two features of that program are notable and should be followed in future partnerships.

I. Articulating UCAT hours into WSU credits.

Regents policy R473¹ governs how USHE institutions should award credits from UCAT programs. For an A.A.S. Degree in *General Technology*, there is a blanket policy to award 30 USHE credits for 900 UCAT hours. However, the policy permits flexibility for USHE Institutions to form partnerships with UCAT when opportunities arise for *specific* A.A.S. degrees. This was the case with the Controls Technology proposal, which emerged from meetings between industry, UCAT (OWATC and DATC), and WSU and resulted in a \$4 million Department of Labor (DOL) Tech Hire Grant submitted in March 2016 by the state of Utah.

WSU credits for the UCAT hours are not applied until after graduation clearance for the AAS degree. Following Regents policy, the 900 UCAT hours (resulting in an industry credential as a Certified Maintenance Technician) was articulated as 25 credit hours from Weber State University based on the correspondence between learning outcomes specified in UCAT courses and those offered by WSU (see Appendix). It is strongly advised that agreements for stackable degrees be based on such a careful articulation.

II. Specifying General Education Requirements

The Control Technology proposal also follows the WSU requirements for an A.A.S. degree as described in the WSU catalog. The requirements include:

1. A minimum of 63 credit hours.
2. A minimum of 20 hours in residency (WSU courses).
3. At least a 2.0 (C) WSU grade point average (GPA).
4. General education requirements are specified by each program and include at least the following:
 - a) ENGL 1010 or ENGL 2010 and one other course in oral or written communication (6 credit hours).
 - b) Math or discipline-specific statistics as designated by specific programs (3 credit hours).

¹ http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_r473.pdf

- c) One course in each of the three following areas (9 credit hours): Creative Arts & Humanities (CA or HU), Life & Physical Sciences (LS or PS), and Social Sciences (SS).

The A.A.S. requirements are such that students who complete the degree will be more than halfway to completing the requirements for a 120 credit hour Bachelor's degree. The requirements also ensure that A.A.S. degree students would be approximately halfway through their Gen Ed requirements. The ENG 1010 class is typically required for the A.A.S. degree, according to those in the office of the Commissioner of Higher Education. A.A.S. degree students almost never complete ENG 2010 for the A.A.S. degree but would for a Bachelor's degree. The requirement for a communication course may be traced to the accrediting body (Northwest Council on Colleges and Universities²) that mandates A.A.S. degree students complete communication, computation (Math), and human relations (Social Science) courses. Students would need additional Gen Ed Courses in American Institutions (3 credits), Information Literacy (1 Credit), Life/Physical Sciences (6 credits), Social Science (3 credits), and Creative Arts/Humanities (6 credits).

In sum, the Controls Technology proposal is a model of a flexibly designed stackable degree which was created to fulfill an industry need through an effective partnership with UCAT. It provides students with an opportunity to further their industry credential with academic degrees and keeps the pathway open for more advanced degrees if and when the students are motivated.

² <http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm>

Controls Technology AAS

- Stackable pathway from the local ATCs and concurrent enrollment through the Industrial Automation Maintenance Technician Certification program.

Julanne McCulley
Weber State University

Pathway:

Certified Operator	(600 ATC hours)	line operator
Certified Maintenance Technician	(900 ATC hours)	maintenance technician IAMT
AAS Controls Technology		automation/controls technician
Future plan: BS Controls Engineering Technology		automation or controls engineer

Industrial Automation Maintenance Technician (IAMT) certification ranges from 900 to 1225 ATC hours.

The 25-hour block of credit was determined from skills and knowledge obtained through the following ATC coursework in a combination of IAMT courses specified by learning objectives:

1. Robotics
2. PLCs I and II
3. Electrical and Electronic Systems
4. Introduction to Industrial Systems
5. Fluid Power
6. Power and Industrial Motors
7. Solder Certification
8. IT and Networking
9. Industrial Safety

WSU courses substituted by combined ATC coursework:

Existing WSU Courses	Title	Credit Hours
EET 1110	Basic Electronics	2
EET 1850	Industrial Controls	4
EET 2120	Power and Motors	4
EET 2160	Troubleshooting and Solder Certification	3
MFET	Fluid Power, Hydraulics, and Pneumatics	3
Total		16

Non-existing WSU courses with required knowledge and skills for the Controls Technician degree provided through multiple courses at the ATCs.*	Credit Hours if taught at WSU
EET/MFET PLC I Hardware and Software	3
EET/MFET PLC II Integration of Systems	3
EET/MFET Intro to Robotics Multiple Platforms	3
Total	9

*Industry partners specified the need for these skills and the associated knowledge. There would be an extensive expense involved in implementing this technology along with valuable floor space at WSU.

The Controls Technology pathway is a collaborative effort between WSU, DATC, OWATC, DATC, Concurrent Enrollment and our industry partners. It combines coursework from these institutions and reduces the need for duplicate industrial equipment that is expensive, and that demands extensive floor space. Our industry partners support this effort by offering internships, hiring graduates, providing on the job training, and offering tuition benefits.

A \$4 million Department of Labor (DOL) Tech Hire Grant proposal was submitted in March 2016 by the state of Utah as a collaborative grant. The focus of the grant is to provide solutions for individuals who have barriers to training and employment opportunities in technical fields. The northern Utah institutions requested funding to support the Controls Technology degree pathway that will provide our industry partners with highly skilled and educated automation controls technicians. The DATC, OWATC, BATC, and WSU are seeking \$800K for equipment and training, of which \$200K will go to Weber State University. Included in the \$800K funding are provisions for a paid full-time, four-year position, entitled “Navigator”, with responsibilities to enroll and track the progress of all students in the Controls Technology pathway, offering advisement and assistance along the way.



WEBER STATE UNIVERSITY

Monthly Calendar of Events: May 2016

Saturday-Sunday (April 30-May 9): WSU's Stewart Library closed for renovations, library.weber.edu.

Tuesday-Saturday (May 2-14): WSU's Women's Center hosts the Utah Coalition Against Sexual Assault rape-crisis-advocacy training course, various times and locations, WSU student/faculty/staff free, \$50 community members, register at ucasa.org/SAFE-HARBOR-40HOUR/, attendance at all sessions required for certification, paigedavies1@weber.edu or [801-626-6372](tel:801-626-6372).

Wednesday (May 3): WSU's Student Recruitment hosts Orientation for new students, 8-11 a.m., Shepherd Union Senate Chambers, margaritavara@weber.edu or [601-626-7603](tel:601-626-7603).

Thursday-Friday (May 4-5): WSU track and field hosts the 2016 Weber State Twilight Meet for individual athletes and teams, various times, Stewart Stadium, free admission, public welcome, weberstatesports.com.

Thursday (May 5): Weber State University Davis Student Services hosts an early-college information session, 5 p.m., WSU Davis Building 2 Room 117 (2750 University Park Blvd., Layton), free, cbusby@weber.edu or [801-626-7583](tel:801-626-7583).

Friday (May 6): WSU's Outdoor Program hosts the weekly climbing night, 6-8:30 p.m., 9th Street Climbing Crag (far east end of 9th Street, Ogden), free, youth under 18 must be accompanied by an adult, weber.edu/outdoor/ogden-weeklyclimbingnight.html or [801-626-6373](tel:801-626-6373).

Monday (May 9): First day of summer-semester classes.

Monday (May 9): WSU's Department of Performing Arts presents the Weber State University Alumni Singers, 7 p.m., Weber High School (430 West Weber High Dr., Pleasant View), free, cdenniston@weber.edu.

Wednesday (May 11): WSU's Student Recruitment hosts Orientation for new students, 8-11 a.m., Shepherd Union Senate Chambers, margaritavara@weber.edu or [601-626-7603](tel:601-626-7603).

Thursday (May 12): WSU's Center for Community Engaged Learning hosts Make a Difference Day, a day of service dedicated to improving the community, 8 a.m.-noon, lay sod and plant trees at Liberty Park (751 21st Street, Ogden), free, jennyframe@weber.edu or [801-626-7737](tel:801-626-7737).

Friday (May 13): WSU's Wildcat Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact wildcattoastmasters@weber.edu or facebook.com/wildcattoastmastersclub/.

Friday (May 13): WSU's Outdoor Program hosts the weekly climbing night, 6-8:30 p.m., 9th Street Climbing Crag (far east end of 9th Street, Ogden), free, youth under 18 must be accompanied by an adult, weber.edu/outdoor/ogden-weeklyclimbingnight.html or [801-626-6373](tel:801-626-6373).

Friday (May 20): WSU's Outdoor Program hosts the weekly climbing night, 6-8:30 p.m., 9th Street Climbing Crag (far east end of 9th Street, Ogden), free, youth under 18 must be accompanied by an adult, weber.edu/outdoor/ogden-weeklyclimbingnight.html or [801-626-6373](tel:801-626-6373).

Monday (May 23): Bonneville High School graduation, noon, Dee Events Center, [801-452-4050](tel:801-452-4050).

Monday (May 23): Fremont High School graduation, 4 p.m., Dee Events Center, [801-452-4000](tel:801-452-4000).

Tuesday (May 24): Weber High School graduation, 2 p.m., Dee Events Center, [801-476-3700](tel:801-476-3700).

Tuesday (May 24): Ben Lomond High School graduation, 7 p.m., Dee Events Center, [801-737-7900](tel:801-737-7900).

Wednesday (May 25): Roy High School graduation, 1 p.m., Dee Events Center, [801-476-3600](tel:801-476-3600).

Wednesday (May 25): Ogden High School graduation, 5 p.m., Dee Events Center, [801-737-8700](tel:801-737-8700).

Thursday (May 26): WSU's Alumni Association hosts its annual meeting, 5:30 p.m., Lindquist Alumni Center Garden Room, free, ncollinwood@weber.edu or [801-626-7535](tel:801-626-7535).

Friday (May 27): WSU's Wildcat Toastmasters Club, 11:30 a.m.-12:30 p.m., Lampros Hall Room 218D, learn new speaking and leadership skills, free, contact wildcattoastmasters@weber.edu or facebook.com/wildcattoastmastersclub/.

Friday (May 27): Morgan High School graduation, 12:30 p.m., Dee Events Center, [801-829-3418](tel:801-829-3418).

Friday (May 27): WSU's Outdoor Program hosts the weekly climbing night, 6-8:30 p.m., 9th Street Climbing Crag (far east end of 9th Street, Ogden), free, youth under 18 must be accompanied by an adult, weber.edu/outdoor/ogden-weeklyclimbingnight.html or [801-626-6373](tel:801-626-6373).

Monday (May 30): Memorial Day-campus closed.

For questions or comments regarding the calendar, please contact melissasmith9@weber.edu.

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